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REPORT

OF THE

MINISTER OF EDUCATION,

PROVINCE OF ONTARIO,

FOR THE YEAR 1903.

1903

PART I. — II

(WITH THE STATISTICS OF 1902.)

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO.



TORONTO:

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1904.



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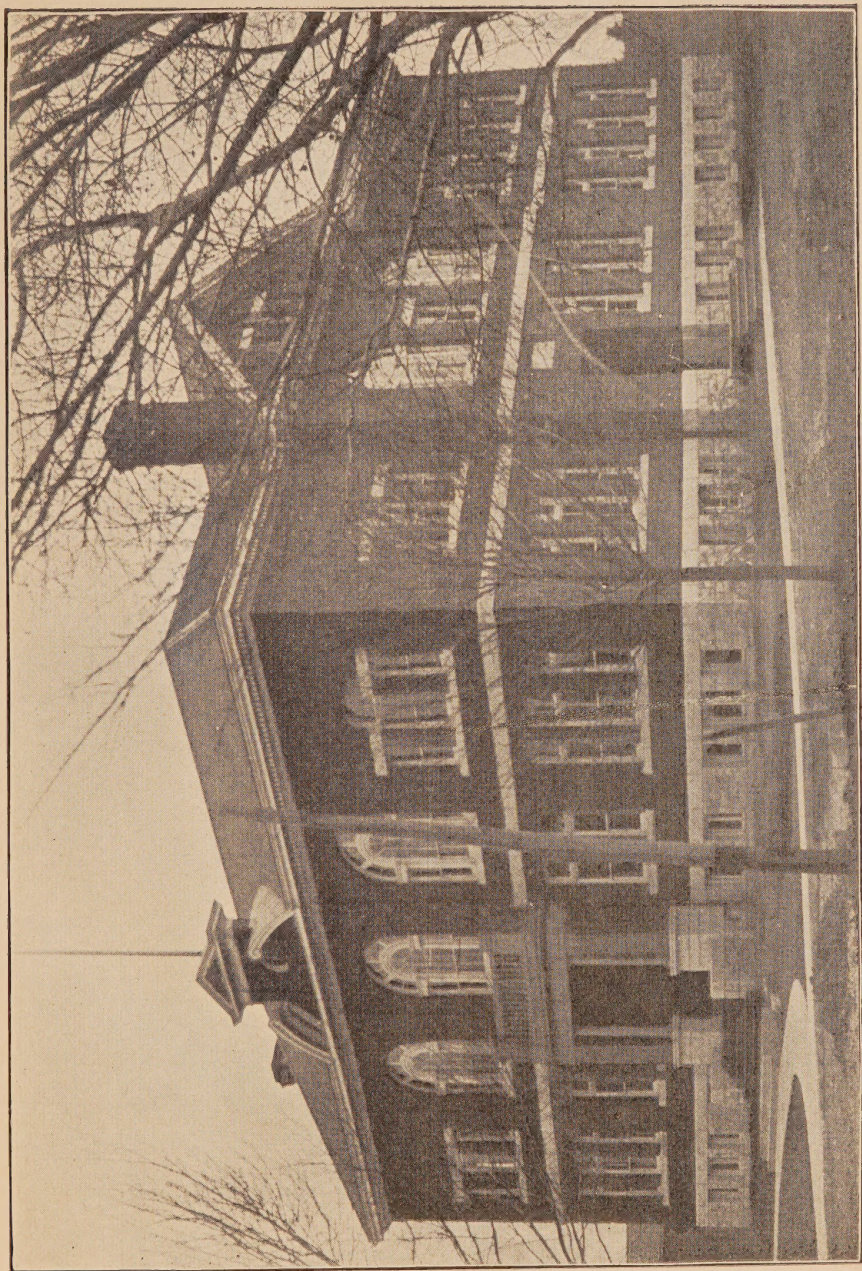
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Cobourg Collegiate Institute.  
(Opened by the Minister of Education, 1902).





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# GENERAL REPORT, 1903.

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# EDUCATION DEPARTMENT.

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## MINISTER OF EDUCATION:

HON. RICHARD HARCOURT, M.A., LL.D., K.C.

## DEPUTY MINISTER OF EDUCATION:

JOHN MILLAR, B.A.

H. M. Wilkinson,	- - - - -	Senior Clerk and Accountant.
H. R. Alley,	- - - - -	Clerk and Minister's Secretary.
A. C. Paull,	- - - - -	Senior Clerk.
T. J. Greene,	- - - - -	Clerk
E. A. Faulds,	- - - - -	"
Allen Ker,	- - - - -	"
T. F. Callaghan,	- - - - -	"
R. J. Bryce,	- - - - -	"
F. Woodley,	- - - - -	"
Miss S. B. SHIELDS,	- - - - -	Stenographer.
L. McCorkindale,	- - - - -	Caretaker.

### *Departmental Examinations.*

W. H. Jenkins, B.A.,	- - - - -	Registrar.
J. T. R. Stinson,	- - - - -	Senior Clerk.
F. N. Nudel,	- - - - -	Secretary to Board of Examiners.
W. W. Jeffers,	- - - - -	Clerk.
S. A. May,	- - - - -	"

### *Public Libraries, Art Schools, Etc.*

S. P. May, M.D., C.L.H.,	- - - - -	Superintendent.
Wm. Lemon,	- - - - -	Clerk.

### *Library and Museum.*

J. George Hodgins, M.A., LL.D.,	- - - - -	Librarian and Historiographer.
David Boyle,	- - - - -	Curator of Museum.
Miss J. M. Crooks,	- - - - -	Assistant Librarian





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# REPORT

OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1903.

### PART I

WITH THE STATISTICS OF 1902.

To the Honorable Wm. Mortimer Clark, K.C.,  
Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor:

I herewith present Part I. of the Report of the Education Department for the year 1903, with the statistics for the year 1902.

#### SUMMARY OF STATISTICS.

##### I. \* ELEMENTARY SCHOOLS.

###### *a. Public Schools.*

Number of Public Schools in 1902.....	5,671
Increase for the year.....	8
Number of enrolled pupils of all ages in the Public Schools during the year....	408,124
Decrease for the year.....	6,495
Average daily attendance of pupils.....	232,663
Decrease for the year.....	2,421
Percentage of average attendance to total attendance.....	57.01
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 2,200; women, 6,297; total.....	8,497
Decrease: men, 153; increase, women, 247; total increase..	94
Number of teachers who attended Normal School.....	4,601
Increase for the year.....	174

\* The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Composition, Drawing, English Literature, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Bookkeeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture, Manual Training and Household Science.

Number of teachers with a University Degree.....	81
Average annual salary of male teachers .....	\$436
Increase for the year.....	\$15
Average annual salary of female teachers.....	\$313
Increase for the year.....	\$7
Amount expended for Public School Houses (sites and buildings) .....	\$331,842
"        "        for teachers' salaries.....	\$2,987,933
"        "        "        all other purposes.....	\$1,069,944
Total amount expended on Public Schools.....	\$4,389,719
Increase for the year.....	\$61,037

*b. Roman Catholic Separate Schools.*

Number of Roman Catholic Separate Schools in 1902.....	391
Increase for the year.....	19
Number of enrolled pupils of all ages.....	45,964
Increase for the year.....	1,977
Average daily attendance of pupils.....	28,817
Increase for the year.....	1,891
Percentage of average attendance to total attendance.....	62.69
Number of teachers.....	870
Increase for the year.....	52
Amount expended for School Houses (sites and buildings)....	\$100,910
Amount expended for teachers' salaries.....	\$210,199
"        "        for all other purposes.....	\$124,331
Total amount expended on R. C. Separate Schools.....	\$435,440
Increase for the year.....	\$43,812

*c. Protestant Separate Schools.*

Number of Protestant Separate Schools (included with Public Schools, a) in 1902.....	6
Decrease for the year.....	1
Number of enrolled pupils.....	466
Increase for the year.....	16
Average daily attendance of pupils.....	247
Decrease for the year .....	2

*d. Kindergartens.*

Number of Kindergartens in 1902 .....	120
Increase for the year .....	2
Number of pupils enrolled .....	11,300
Decrease for the year .....	105
Average daily attendance of pupils.....	4,596
Decrease for the year .....	108
Number of teachers engaged .....	247
Decrease for the year .....	4

*e. Night Schools.*

Number of Night Schools in 1902-3 .....	11
Decrease for the year .....	1
Number of pupils enrolled .....	670
Decrease for the year .....	130
Average daily attendance of pupils.....	170
Decrease for the year.....	24



Number of teachers engaged .....	17
Decrease for the year .....	5

## II. \*SECONDARY SCHOOLS.

*a. High Schools.*

Number of High Schools (including 40 Collegiate Institutes) in 1902 .....	134
Increase for the year .....	3
Number of Teachers in High Schools ....	593
Increase for the year .....	14
Number of pupils in High Schools .....	24,472
Increase for the year .....	1,949
Amount expended for High School teachers' salaries .....	\$547,402
“ “ “ “ houses (sites and buildings) .....	\$44,246
Amount expended for all other High School purposes .....	\$178,031
Total amount expended on High Schools .....	\$769,679
Increase for the year .....	\$41,547

*b. Continuation Classes.*

Number of Continuation Classes, 1902-3, (included in Public and Separate Schools, I, <i>a</i> and <i>b</i> ), practically doing High School work: Grade A, 65; Grade B, 48; Grade C, 134; Grade D, 253; total .....	480
Increase for the year, Grade A, 6 .....	
Decrease, Grade B, 1; Grade C, 15; Grade D, 50 .....	
Number of pupils in attendance .....	4,864
Decrease for year .....	69

## I.—PUBLIC SCHOOLS.

These tables (for the purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools) include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, the Separate Schools are excluded.

## 1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is as follows :

Year.	School age.	School population.	Pupils registered under 5.	Pupils registered 5 to 21.	Pupils registered over 21.	Total number of registered pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867 .....	5—16	447,726	.....	†380,511	‡21,132	401,643	163,974	40.82
1872 .....	5—16	495,766	.....	†433,664	‡20,998	454,662	188,701	41.50
1877 .....	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882 .....	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887 .....	5—21	611,212	1,569	491,242	401	493,212	245,152	49.71
1892 .....	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897 .....	5—21	590,055	1,385	481,120	272	482,777	273,544	56.66
1901 .....	5—21	574,490	1,070	457,436	100	458,606	262,010	57.13
1902 .....	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58

\* The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

† 5—16. ‡ Other ages. Note.—Kindergarten and Night School pupils are not included in above table.

A slight increase over 1901 in the percentage of average daily attendance to the total number of pupils enrolled is noticed in the preceding table, viz., .45. While the number enrolled was 4,518 less than in 1901, the average attendance was only 550 less.

## 2.—Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867 ..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872 ..	160,828	100,245	96,481	67,440	29,668	22,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877 ..	153,630	108,678	135,824	72,871	19,857	96,006	402,248	153,036	375,951	116,865	168,942	226,977	.....
1882 ..	165,834	106,229	117,352	71,740	10,357	98,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887 ..	192,361	100,533	108,096	81,984	10,238	66,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892 ..	187,947	96,074	99,345	88,934	13,370	65,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897 ..	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	215,343
1901 ..	178,077	86,982	92,203	84,106	17,238	451,067	452,022	439,696	322,843	270,589	266,230	297,126	197,605
1902 ..	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030	318,755	269,954	268,356	296,172	194,459

A satisfactory feature of the above table is that, while there is a decreased enrolled attendance of 4,518, or about one per cent. since 1901, the decrease is practically all in the three lower forms, showing that more pupils take advantage of the two higher forms than formerly. This is especially noticeable in the fifth form, owing in a great measure to the extension of Continuation Classes.

The first form shows a decreased attendance since 1901 of 1,574, or about one per cent. ; the second, 1,250, or 1.4 per cent. ; the third, 1,573, or 1.7 per cent. ; the fourth, only 368, or .4 per cent. ; whilst the fifth form shows an increased attendance of 247, or 1.4 per cent., over 1901.

## 3.—Teachers' Certificates and Salaries.

### Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal Schools.
1867.....	4,890	2,849	2,041	1,899	2,454	386	151	666
1872.....	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877.....	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882.....	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887.....	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892.....	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897.....	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1901.....	9,221	2,437	6,784	611	4,125	3,571	914	4,572
1902.....	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774

NOTE.—Kindergarten and Night School teachers are not included in above table.

The percentage of men in the profession is steadily declining. In 1902, the number was only 24.5 per cent., while the number of women was 75.5 per cent. of the whole.



Another increase is shown in the number of teachers who have attended Normal School, viz. : 202 over 1901.

In 1902, eighty-one teachers held University Degrees in Arts.

### Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province	Average salary, female teacher, province.	Average salary, male teacher, counties, etc.	Average salary, female teacher, counties, etc.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1867 . . . . .	1,350	346	226	261	189	532	243	464	240
1872 . . . . .	1,000	360	228	305	213	628	245	507	216
1877 . . . . .	1,100	398	264	379	251	735	307	583	269
1882 . . . . .	1,100	415	269	385	248	742	331	576	273
1887 . . . . .	1,450	425	292	398	271	832	382	619	289
1892 . . . . .	1,500	421	297	383	269	894	402	648	298
1897 . . . . .	1,500	391	294	347	254	892	425	621	306
1901 . . . . .	1,550	421	306	359	262	915	470	649	315
1902 . . . . .	1,600	436	313	372	271	985	479	667	317

From the above table it will be seen that, while the average salaries for teachers in the Province are higher for both men and women than at any previous period and while the salaries in the cities and towns are considerably higher, the salaries in the counties, etc., or rural and village sections, are not as high as formerly.

When these salaries are considered, in connection with the increased cost of living and of obtaining the necessary qualifications, it will be seen that they are still very low.

#### 4.—Receipts and Expenditure.

Year	Receipts.				Expenditure					
	Legislative grants	Municipal School grants and amendments.	Clergy Reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867..	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	2 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,083	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 52
1887..	268,722	3,084,352	978,288	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 99
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1901..	377,308	3,784,070	1,468,678	5,630,056	3,055,321	531,072	81,685	1,062,232	4,720,310	10 29
1902..	383,666	3,959,312	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 63

The Government and Municipal Grants are increasing year by year ; also the amount paid as teachers' salaries, and other expenses. The expenditure per pupil, \$10.63, shows a slight increase over 1901.

## II.—ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure— Teachers.				Number of pupils attending—Number in the various branches of instruction.							
	Schools open.	Total receipts.	Total expenditure	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
1867..	161	\$ 48,628	\$ 42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	...	...
1872..	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	...	...
1877..	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	...	...
1882..	190	166,739	154,310	390	26,148	26,148	21,032	21,524	13,900	11,695	7,548	2,033
1887..	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892..	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,765	32,682	11,056
1897..	310	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1901..	372	436,721	391,628	818	43,987	43,987	43,987	43,987	27,454	25,211	40,646	13,505
1902..	391	485,503	435,441	870	45,964	45,964	45,964	45,964	29,788	27,409	41,952	14,687

Yearly increases in receipts and expenditure and in the number of schools, teachers and pupils, etc., are noticed in connection with the Roman Catholic Separate Schools.

## III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows :

No. 9 Cambridge, No. 6 Plantagenet North, Rama, No. 1 N. Tilbury, L'Original, and Penetanguishene.

They were attended by 466 pupils. The whole amount expended for their maintenance was \$4,208. Six teachers held a Second Class, two a Third Class, and one a Temporary Certificate.

## IV.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive :

## 1.—Receipts, Expenditure, Attendance, Etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses, rents and repairs.	Total expenditure.			
1867.....	103	159	\$ 15,605	\$ 54,562	\$ 139,579	\$ 94,820	\$ 13,190	\$ 124,181	5,696	55	\$ 21.80
1872.....	104	239	20,270	79,543	223,269	141,812	31,360	210,005	7,968	56	26.36
1877.....	104	280	20,753	78,762	357,521	211,607	51,417	343,710	9,223	56	37.24
1882.....	104	332	29,270	84,304	373,150	253,864	19,361	343,720	12,348	53	27.56
1887.....	112	398	56,198	31,977	529,323	327,452	73,061	495,612	17,459	59	28.38
1892.....	128	522	97,273	100,000	793,812	472,029	91,108	696,114	22,837	60	30.48
1897.....	130	579	110,859	101,250	767,487	532,837	46,627	715,976	24,390	61	29.35
1901.....	131	579	99,864	109,200	784,626	535,521	37,728	728,133	22,523	59	32.33
1902.....	184	593	105,801	112,650	832,853	547,402	55,675	769,680	24,472	59	31.45

2.—Classification of Pupils, Etc.

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867..	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872..	7,884	7,278	.....	7,513	7,715	7,834	6,033	2,592	174	1,921	1,151	.....
1877..	8,819	8,772	.....	9,106	9,158	9,227	8,678	8,113	359	2,168	2,547	.....
1882..	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,880	2,522	.....
1887..	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892..	22,530	22,525	22,468	22,328	22,118	21,869	22,229	17,791	1,154	6,601	3,710	6,189
1897..	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	12,892
1901..	19,401	22,126	21,988	22,036	13,790	19,471	21,413	15,992	1,567	11,735	5,461	8,256
1902..	21,576	24,241	23,768	23,559	14,500	21,594	22,953	16,881	1,662	12,758	5,860	9,051

2. Classification of Pupils, etc.—Continued.

Year.	Languages.					Vocal music.	Bookkeeping and c.m.mer- cial transactions.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Matriculated.	Number of schools charging fees.
	Latin	Greek.	French	German.	Drawing.							
1867.....	5,171	802	2,164	.....	676	.....	1,283	.....	.....	.....	56	57
1872.....	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877.....	4,955	871	3,091	442	2,755	.....	3,621	555	328	564	145	35
1882.....	4,591	815	5,363	962	3,441	.....	5,612	881	646	751	272	37
1887.....	5,409	997	6,180	1,850	14,295	1,955	14,064	1,141	882	791	305	58
1892.....	9,006	1,070	10,398	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897.....	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	652	87
1901.....	19,029	672	13,024	3,065	9,720	248	10,051	1,300	833	650	1,130	85
1902.....	18,884	631	13,595	3,280	10,721	138	11,334	1,573	743	705	1,071	82

The following table will be of interest regarding the occupation of parents of High School pupils and will show the classes of our population receiving most advantages from those institutions.

Agricultural .....	7,482
Commercial.....	6,477
Mechanical.....	6,052
Professional .....	2,311
Other callings.....	2,150



## V. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table Showing the Number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, Etc., 1877-1902.

	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
Year.	No. of schools.	No. of teachers in training.	No. that passed final ex- amination.	No. teachers.	No. of students.	Receipts from fees of Nor- mal College.	No. of Normal School teachers.	No. of Normal School students.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Nor- mal Schools, Model Schools, and Kindergar- ten pupils.	Expenditure, Normal and Model Schools.
						\$ c.					\$ c.	\$ c.
1877 ...	50	1,146	1,124	.....	.....	.....	13	257	8	643	7,909 22	25,780 88
1882 ...	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02
1887 ...	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66
1892 ...	59	1,283	1,225	10	96	1,630 00	12	428	22	842	19,016 00	45,724 12
1897 ...	60	1,645	1,384	12	180	4,374 00	13	407	23	832	18,797 59	46,390 91
1901 ...	55	1,189	1,145	14	113	1,905 00	14	613	28	921	19,264 00	57,728 51
1902 ..	54	1,171	1,138	15	132	2,405 00	16	619	31	958	20,735 00	56,672 93

2. Entrance Examinations, 1877-1903.

Year.	No. of candidates examined.	No. of candidates who passed.
1877 .....	7,383	3,836
1882 .....	9,607	4,371
1887 .....	16,248	9,364
1892 .....	16,409	8,427
1897 .....	16,384	10,502
1902 .....	18,087	13,300
1903 .....	19,058	13,003

3. Non-Professional and Matriculation Examinations, 1903.

	District Certificate	Part II, Junior Leaving.	Junior Matriculation.	Part I, Senior Leaving.	Part II, Senior Leaving.	Commercial Diploma Part II.	Commercial Specialist.
No. candidates .....	348	2,618	1,360	625	441	259	29
No. who passed .....	140	1,269	675	328	173	189	22
No. of appeals .....	8	191	27	53	66	4	2
No. sustained .....	2	11	7	13	9	3	1

## VI. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-six years :

Year.	No. of Teachers' Institutes.	No. of Members.	No. of teachers in the Province.	Receipts.				Expenditure.	
				Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877.....	42	1,181	6,468	1 412 50	100 00	299 75	2,769 44	.....	1,127 63
1882.....	62	4,395	6 857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,365 33
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1901.....	78	8,372	9,221	2,525 00	1,895 00	1,110 50	13,898 79	1,404 42	7,665 12
1902.....	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45

The County teachers' associations are doing excellent work and at a trifling expenditure. In the United States it is not unusual for Teachers' Institutes to be held for a week or longer. The work attempted is, however, somewhat like what is done in our County Model Schools.

## VII. PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC INSTITUTIONS, ETC.

The change in the Act and Regulations requiring Annual Reports from Public Libraries to be made out to the end of each calendar year, has been complied with, and proved to be very satisfactory. The present Report is from the 1st of January to the 31st of December, 1902.

The following extracts are from the Superintendent's Report:

## 1. Public Libraries.

Abstract showing the Counties and Districts in which Public Libraries are established:—Addington (6), Algoma (13), Brant (7), Bruce (25), Carleton (9), Dufferin (10), Dundas (10), Durham (4), Elgin (12), Essex (8), Frontenac (6), Glengarry (3), Grenville (12), Grey (21), Haliburton (2), Haldimand (11), Halton (5), Hastings (8), Huron (18), Kent (13), Lambton (16), Lanark (13), Leeds (8), Lennox (2), Lincoln (9), Manitoulin Island (3), Middlesex (14), Muskoka (6), Nipissing (5), Norfolk (6), Northumberland (8), Ontario (12), Oxford (14), Parry Sound (12), Peel (14), Perth (8), Peterborough (5), Prescott (1), Prince Edward (2), Rainy River (2), Renfrew (9), Russell (2), Stormont (10), Simcoe (19), Victoria (12), Waterloo (14), Welland (9), Wellington (17), Wentworth (10), York (23).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1902.

Year.	Libraries reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes used.	Total receipts.	Total \$ cts.
1883 (April).....	93	13,672	28	1,758	59	1,540	154,093	251,920	\$ 59,716 00	c. 225,190 00
1888 ".....	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843 68	403,573 75
1893 ".....	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556 26	685,412 17
1898 ".....	347	111,208	2	79	200	5,834	789,082	2,358,140	188,783 21	870,167 54
1899 ".....	364	121,397	2	35	200	5,839	862,047	2,547,131	193,421 20	935,975 81
1899 (December)...	371	129,713	2	47	183	5,773	918,022	2,042,904	178,642 87	966,667 38
1900 ".....	389	147,208	2	35	186	5,971	989,050	2,534,711	210,635 49	1,024,300 14
1901 ".....	415	155,361	1	19	194	6,062	1,066,117	2,668,364	225,796 29	1,080,601 71
1902 ".....	446	172,792	...	.....	191	6,044	1,140,392	2,738,590	246,315 29	1,151,877 04

446 Public Libraries (140 Free, 306 Not Free) reported for the year ending 31st December, 1902.

35 Public Libraries did not report for the year ending 31st December, 1902.

7 Libraries, which have not yet reported, were established in the year 1903.

## 2. Art Schools, Etc.

The following abstract shows the number of certificates awarded to Art Schools, Ladies' Colleges, Public and High Schools, etc., for drawing, painting, etc., at intervals since 1883:

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced Art Course.		Mechanical Art Course.		Indus- trial Art Course.	Extra sub- jects.
		Proficiency certi- ficates.	Full teachers' cer- tificates.	Proficiency certi- ficates.	Full teachers' cer- tificates.	Proficiency certi- ficates.	Full teachers' cer- tificates.	Proficiency certi- ficates.	Paintings, etc.
1883.....	1	124		31		1			
1888.....	57	2,977	133	151	9	50	2	24	108
1893.....	85	4,753	220	301	13	139	10	11	165
1898.....	55	3,166	149	540	18	42		30	171
1899.....	62	3,993	160	499	22	75		42	154
1900.....	47	3,130	130	367	17	53		43	156
1901.....	57	2,548	29	413	13	70	1	31	142
1902.....	65	1,974	41	280	10	57		31	151
1903.....	67	2,675	38	187	3	24		24	148

## 3. Literary and Scientific Institutions.

These Institutions are doing good work. (See Superintendent's Report.) They have Libraries of Books relating to Arts and Science, History, etc., and several of these Institutions have Museums, which are frequently thrown open Free to the public. They give popular lectures on Science and Art, History, Literature, etc., and publish their Annual Transactions. Their chief aim is to encourage higher education among the masses, and the amount of patronage they receive is a proof that their efforts are appreciated.



## GENERAL REMARKS.

## I.—KINDERGARTENS.

As will be seen from Table N, page 56, the kindergartens have taken a firm hold in this Province. The system was first introduced into Ontario in 1882, and made part of the school system of the Province by the Public Schools Act as amended in 1885. Kindergartens were in operation in 1902 in the cities of Brantford, Chatham, Guelph, Hamilton, Kingston, London, Ottawa, Stratford and Toronto, in the towns of Aylmer, Berlin, Cobourg, Dundas, Galt, Hespeler, Ingersoll, Niagara Falls, Owen Sound, Peterborough, Preston, Simcoe, Tillsonburg, Toronto Junction and Waterloo, and in the village of Ashburnham. Wherever kindergartens have been properly established, they have met with much favor. The principles of Froebel are now recognized as sound by nearly all leading educationists. It is well known that instruction in the kindergarten is presumed to be given on sound pedagogic principles. The success of a school of this kind largely depends upon the zeal and training of the kindergartner. Dr. W. T. Harris, United States Commissioner of Education, has been for a long time one of the strongest advocates of the kindergarten idea. In a recent issue of *The Kindergarten Review* he shows the great value of these schools in the following language:

"We claim for the kindergarten a superiority over the old methods used in the first two years of the primary school as an introduction of the pupils to the work of the school and the college. In the home the child has completed that part of his life which we call the stage of nurture he receives in the institution of the family. He now has arrived at the time when it is best for him to spend some portion of his day in social life with children of his own age, brought together from many families in his own neighborhood. He is to get the valuable training which comes from association with his fellows, and from the efforts that he makes to master certain tasks set for him by the teacher. The kindergarten is the best system yet devised for this period of transition from the family to the full-fledged school. What may be called the discipline of the kindergarten is in the highest degree humane. It resembles the nurture of the home in which mother-love is the governing principle. It resembles the school in that it has set tasks and classification of pupils, and grading in what may be called a course of study. It varies from the course of study as usually found in the school by having what are called 'Gifts' and 'Occupations' in it. It does not come to the use of the alphabet, printed or script. The child does not learn to read in the true kindergarten. It is too abrupt a transition from the home to require the child to learn a new language, the language addressed to the eye instead of a language addressed to the ear, and to become eye-minded instead of ear-minded at the age of four or five years. The age of seven years is the best time for beginning the art of reading.

"There are two classes of children in our American community which need the kindergarten more than other children. Indeed, I may say that while the kindergarten is excellent for all children of the age of four, five or six years, the kindergarten is really essential for the salvation of the children of the two classes which I will describe. The first class includes the children of the slums, that is to say the children of the three weakling classes of society. There is the weakling in thrift, who lives in a home of poverty and squalor. His children suffer for nutritious food, decent clothing and properly warmed rooms; they suffer for want of cleanliness, and, worse than all, they grow up without sufficient self-respect. The moral weaklings are those which have been brought up in criminal households and associations, and have not formed moral ideas or standards of opinion. Still another variety of this class is the weakling in intelligence, the child with some degree of imbecility. Perhaps the imbecility may be due to some defect in his ability to master some of the branches of the course of study.

"The kindergarten, with its powerful system of nurture, makes easy the path of one of these weaklings to come to self-respect, to come to moral ideals, to industry, and

to perseverance which conquers its natural obstacles. The kindergarten on this side proves a true blessing to the community, preparing the child with great success for a helpful participation in civilized modes of living.

"But there is another class to be saved. It is a still more important work for the kindergarten, in the United States, at least, to prepare the precocious children who are born into families of the newly rich for a life helpful to civilization. The children of fathers and mothers who have great directive powers—great power to make combinations, combinations of things into machines, combinations of men and women in the industries of life—these persons of directive power gain wealth and they rise from comparatively low positions in society to high and influential positions. But it is in the change of social position that the child of the family suffers. He cannot claim that portion of the time of his parents that the ordinary child claims, and he does not get his due portion of what we call nurture. When the mother is busy readjusting herself to the demands of a higher social order, she encounters the danger of neglecting her family. She entrusts the work of bringing up her children to servants, nurses, or governesses. In this country the children very often inherit the directive power of their parents, and, inasmuch as in our social life it is difficult to find servants or indeed governesses who have great directive power, the child is apt to get some power of control over the will of the governess and exercise that control tyrannically, and for his own injury. He is apt to become wilful and capricious in his temperament, and slothful and uncertain in his habits of study, and altogether an unmanageable pupil in school. Later on he comes to ruin in his early manhood, and the most precious human possibilities go to wreck. The loss from this source in the United States is very great."

"The public kindergarten is a new school for most of the few communities that have adopted it. Established first in Boston and Cambridge at private expense for public use, to test its claim to public approval, in each case it won such approval, and was in time made part of the public school system. Other towns and cities have gradually adopted the kindergarten in tentative ways. Like all new things, it has to stand the ordeal of serious questionings as to its utility by those who do not comprehend its philosophy, and as to its expediency by those who do. It is hardly practicable in rural communities, outside of the villages, since the children are few and widely separated, and the dominant attitude towards innovations is often one of skepticism. And where the kindergarten is thought well of, and would otherwise be a most welcome addition to the school system, the additional expense it would mean leads the school authorities to shrink from its adoption. There is no question as to its value among those who have studied its philosophy. It takes children at their most impressible age; it moulds them through the agency of their interests, which are respected, and their activities, which are judiciously directed; it leads them into habits of right conduct; it favors right attitudes of mind and heart towards the world of persons and things; in brief, it is pre-eminently a school for training in manners and morals. And all this makes its blended play and work an admirable preliminary to the more formal instruction that comes after. This formal instruction has already been sweetened, vitalized and made more natural by the kindergarten, where it exists; and even where it does not exist, its distant influence is felt. In all the normal schools, kindergartens are maintained, that intending teachers in general may become familiar with their spirit and methods."—Massachusetts Report.

## II.—THE LEGISLATIVE GRANTS TO PUBLIC SCHOOLS.

The entire Legislative aid to Public and Separate Schools amounted to \$383,666. Of this sum \$149,844 is paid to urban municipalities, \$46,195 to schools in the districts, and \$187,627 to rural schools in the counties. Except in the districts, the appropriation made by the Legislature is divided among the various municipalities on the basis of population. The amount to which each township is thus entitled is divided among the different school sections upon the basis of the average attendance. I am satisfied the present mode of distributing the Legislative grant should be superseded by some

plan which will encourage trustees to employ teachers of higher qualifications. In none of the other Provinces is the system adopted in Ontario followed. So far as I have been able to ascertain, also the different States of the American Union have adopted different systems. At one time the basis of average attendance had advantages in promoting the regular attendance of pupils. I doubt if the sum received by a school section has that effect at the present time.

Section 7 of the Education Department Act should, I think, be amended so as to allow the payment of grants to rural schools to be made on a different basis. The main factor in determining the amount to be paid a school section should be the qualifications of the teacher. A school section which has not the necessary accommodation or equipment or where the schoolhouse is not kept in a proper sanitary condition, should receive no grant, or at least a diminished amount. I need scarcely say that the efficiency of the school depends almost entirely upon the qualifications of the teacher, and any method which will secure better teachers for our schools is deserving the earnest attention of the public.

The case of weak schools is partly met by the provisions of the Public Schools Act, requiring the minimum municipal grant of \$150 to each section, and also by grants from the Poor School Fund. Any further assistance to weak schools should be dealt with by this section of the Statute. In other words, the efficiency of the school should be kept distinct from the financial weakness of the section in the distribution of the Legislative grant.

"The law relating to the State reimbursement of the advance in salaries of teachers of exceptional ability has been in operation more than six years. The practical working of the law during this time, and especially during the past two years, has been all that the promoters of the law could expect. Indeed, I doubt if an equal sum of money has ever been expended by the State to greater advantage to the schools of country towns than has attended the carrying out of this law. To my personal knowledge, the schools of more than one town have been entirely revolutionized by it. Towns which have heretofore thought themselves unable to pay more than six or seven dollars a week for teachers have been induced by the prospect of securing the desired aid from the State to pay one dollar or two dollars a week more, and thereby have been able to engage the services of graduates of normal schools and of colleges, instead of young and inexperienced teachers."—Massachusetts Report.

### III.—CONTINUATION CLASSES.

In 1903 the total number of Continuation Classes receiving Legislative aid was 480. Of these 65 were in grade A, 48 in grade B, 134 in grade C, and 233 in grade D. The total number of pupils enrolled was 4,864, and the number of teachers employed in Continuation Class work was 501. The grants for each school in these grades were : A, \$100; B, \$50; C, \$25, and D, \$15. The sum of \$200 was paid to a school in grade A, if two teachers were employed, and \$300 if three teachers were engaged. These appropriations require the County Council to give an equivalent. In some places the County Councils—to their credit be it said—have gone beyond the minimum requirements. The trustees of Continuation Classes are anxious to employ teachers of high qualifications. In 1903, 26 teachers holding degrees in Arts from the Universities were employed. There were 84 holding First Class certificates, and 218 Second Class certificates. These institutions are doing an excellent work for the Province.

### IV.—HIGH SCHOOLS.

The growing efficiency of our High Schools and Collegiate Institutes is well known. The statistical tables show marked evidence of progress. This is true not only as regards the attendance of pupils and the qualifications of teachers, but also as regards the expenditure from local sources. During the year a new High School was established at East Toronto, and Vankleek Hill High School has just been raised to the



status of a Collegiate Institute. Owing to the organization of Continuation Classes in the Public Schools, there has not been much increase of late years in the establishment of additional High Schools. It is desirable, however, that where there exists a Continuation Class with two duly qualified teachers, an effort should be made by the town or village to establish a High School. This has been done in the case of Rat Portage, Saul Ste. Marie, and North Bay; and the establishment of one at Chesley, which has three teachers in its Continuation Class, is contemplated. Many Continuation Classes are really doing High School work, and it has been urged that they might be brought under the same provisions of the law as High Schools. The total number of High Schools now in operation is 94, and of Collegiate Institutes, 41.

The number of pupils attending High Schools and Collegiate Institutes in 1902 shows an increase over the previous year, of 1,949. The total expenditure for High Schools was \$41,547 more than in 1901. The cost per pupil was, however, 88 cents less, owing to the increased attendance. The average salary for Principals was \$1,198, and for Assistants, \$857. The highest salary paid a Principal in 1903 was \$2,800, and the lowest, \$750. The highest salary paid an Assistant was \$1,800, and the lowest \$375. Of the 593 teachers engaged, 474 are University graduates. A considerable increase is noticed in the number of pupils who left these schools to enter mercantile life, and as in former years, the number who left for agricultural pursuits is large.

The number of schools charging fees was 82, which shows a decrease of three. This decrease would be gratifying if it were much larger. As I pointed out in previous reports, the spirit of the age is in favor of free education, not only for Public Schools, but for High Schools. In the eastern, northern and middle States of the American Union, every High School is free, and the exaction of fees would not be thought of. May we not hope that a more liberal view on the question of free secondary schools will in future prevail? If the resources of our country are to be developed, we must see to it that all classes of the community have good educational advantages. The old theory that the High Schools are institutions for the education of the wealthy and for the professions should be abandoned. The adoption years ago of courses of study to meet the claims of the humbler callings in life has done much to popularize our High Schools. The proposed courses of study will still increase this popularity, and result, I believe, in more liberal grants by municipalities to High Schools.

#### V.—TEXT BOOKS.

In the early days of our educational system difficulties were presented in dealing with this question that have now largely disappeared. When Dr. Ryerson laid the foundations of our system, it was necessary, on grounds of efficiency and economy, to select competent persons to prepare suitable text-books in the different subjects and to arrange for their publication. This policy was necessary in view of the small number of scholars in the teaching profession, and in view of the limited constituency whose wants were to be supplied. Even when a competent author could be decided upon, no publisher would undertake the necessary expense unless he had the promise of authorization. The educational development of the Province has made it possible and desirable of late years to depart from the line of policy found necessary at one time, and I made up my mind a year ago that a clearly defined change would be desirable in the interests of the High and Public Schools.

In the authorization of text-books, the interests of authors, publishers and pupils are affected. I deem it unnecessary to say that the public interests, which are the interests of the pupils, should have paramount consideration. The author or the publisher must take any necessary risk in the preparation and publication of each new text-book. The suitability of a text-book can be best decided by teachers. The profession, therefore, should have the opportunity for at least six months to form an opinion regarding the character of the work proposed for authorization. I am aware that there are some advantages arising from the selection of the author. A teacher of recognized scholarship and professional experience will be likely to prepare a good book. As everyone who has had experience in dealing with the question knows, a poor text-book may, however, be brought out by one who is both an acknowledged scholar and teacher of

recognized ability. If a book has been for some time before the country, the criticism to which it will be subjected, if faulty, is sure to be of advantage in dealing with the application for its authorization. Unless there is a need for a change of the authorized text-book in a subject; and unless the opinions of teachers favor the authorization of the new book, no action is taken by the Department. If however, there is a demand for another book, the proposed work may be submitted to a Committee of the Educational Council, whose judgment will be of great value in a question of this kind.

The announcement of this policy has, I believe, met with general approval. Doubtless it may not be acceptable to a publisher who wishes to have a promise from the Department for the authorization of a book. I recognize the risk which both the author and publisher must take. It will be acknowledged, however, that the time has arrived when each text-book must stand on its own merits as regards authorization, when the interests of the pupils in our High and Public Schools are to be considered. I believe the result will be that no change will be made in a text-book until one is placed on the market which is in every respect a far better book.

The new provisions relating to authorization will be found on page 98 of this Report.

#### VI.—TRAVELLING LIBRARIES.

The establishment of Travelling Libraries in 1901 has been attended with satisfactory results. These Libraries are intended to meet the wants of new and sparsely-settled districts in Northern Ontario. In most instances they have been taken advantage of by the men working in the lumber or mining camps. As the operations of mining and lumbering are usually carried on at a considerable distance from villages or well-settled country districts, the persons engaged in these operations would have difficulty in securing desirable reading matter. Since their establishment, 31 Travelling Libraries have been sent out, each case containing fifty books. The entire number of books thus placed in circulation is 1,550. The cases are marked A, B, C, etc. The additional places reached in 1903 are: Bancroft, Cutler, Gold Rock, Huntsville, Markstay, Massey Station, Nairn Centre, Orrville, Parry Sound, North Bay, Rat Portage, Searchmont, Superior Mine.

The following is a list of the books sent during the year:

##### CASE T.

- |   |  |
|---|--|
| Adam Bede, Vol. I, II, (Eliot).                 | Norman McLeod, (Wellwood).                     |
| The Antiquary, (Scott).                         | The Old Curiosity Shop, Vol. I, II, (Dickens). |
| Barrack-Room Ballads, (Kipling).                | Oceana, (Froude).                              |
| The Battle of the Strong, (Parker).             | The Opium Easter, (De Quincey).                |
| British Columbia, 1887, (Lees and Clutterbuck). | Penelope's Experiences in Scotland, (Wiggin).  |
| A Cathedral Courtship, (Wiggin).                | Plain Tales from the Hills, (Kipling).         |
| The Cavalier, (Cable).                          | The Playground of Europe, (Stephen).           |
| The Choir Invisible, (Allen).                   | Poems, Vol. II, (Eliot).                       |
| Eight Years in Ceylon, (Baker).                 | The Potter's Thumb, (Steel).                   |
| The First Crossing of Greenland, (Nansen).      | Prue and I, (Curtis).                          |
| Food and Feeding, (Thompson).                   | "Quo Vadis," (Sienkiewicz).                    |
| Gulliver's Travels, (Gulliver).                 | Roden's Corner, (Merriman).                    |
| The Hosts of the Lord, (Steel).                 | The Ruined Cities of Mashonaland, (Bent).      |
| The House of Seven Gables, (Hawthorne).         | The Seats of the Mighty, (Parker).             |
| How England Saved Europe, (Fitchett).           | Sir Richard Whittington, (Besant).             |
| In the Paths of Peace, (Barry).                 | Sketches by Boz, (Dickens).                    |
| James Hogg, (Douglas).                          | The Story of Creation, (Clodd).                |
| The Jessamy Bride, (Moore).                     | A Tale of Two Cities, (Dickens).               |
| Kirkcaldy of Grange, (Barbe).                   | Ten Months in the Fiji Islands, (Smythe).      |
| Lincoln in History, (Pratt).                    | The Tents of Shem, (Allen).                    |
| Marie Antoinette, (Tytler).                     | Thomas Reid, (Fraser).                         |
| The Monastery, (Scott).                         | To Have and to Hold, (Johnston).               |
| My Dogs of the Northland, (Young).              | The Trail of the Sword, (Parker).              |
|   | Where the Sugar Maple Grows, (Tesskey).        |

When Knighthood Was in Flower, :  
(Caskoden).

#### CASE U.

Agriculture, (James).  
Auld Licht Idylls, (Barrie).  
The Benefactress.  
Black Rock, (Conner).  
The Blackwood Group, (Douglas).  
The Banner of Blue, (Crockett).  
Bride of Lammermoor, Count Robert  
of Paris, (Scott).  
Captains Courageous, (Kipling).  
The Cavalier, (Cable).  
The Choir Invisible, (Allen).  
The Cruise of the Alerie, (Knight).  
The Fight with France for North  
America, (Bradley).  
Grandfather's Chair, (Hawthorne).  
The Heart of Midlothian, (Scott).  
The Holy Roman Empire, (Bryce).  
Howitt's Visits to Remarkable Places,  
(Howitt).  
The Inn of the Silver Moon, (Viele).  
In the Paths of Peace, (Barry).  
In Old Virginia, (Page).  
Jackanapes, (Ewing).  
Johnston of Warriston, (McCrison).  
Karadac, Count of Gersay, (Prichard).  
Kim, (Kipling).  
Lazarre, (Catherwood).  
Les Miserables, Vol. I, II, (Victor  
Hugo).  
A Little Book of Profitable Tales,  
(Field).  
The Loyalists in the American Revolu-  
tion, (Van Tyne).  
Martin Chuzzlewit, Vol. I, II, (Dick-  
ens).  
My Dogs in the Northland, (Young).  
A Nest of Linnets, (Moore).  
New France and New England,  
(Fiske).  
No Thoroughfare, (Dickens).  
The Portion of Labor, (Wilkins).  
Penelope's Irish Experience, (Wig-  
gin).  
The Right of Way, (Parker).  
The Seats of the Mighty, (Parker).  
Seven Seas, (Kipling).  
The Son of the Czar, (Graham).  
Spanish John, (McLennan).  
A Thoroughbred Mongrel, (Towne-  
send).  
The Turn of the Road, (Frothingham).  
With Roberts to Pretoria, (Henty).  
Where Three Empires Meet, (Knight).

#### FRENCH BOOKS.

La Cousine Bette, (De Balzac).  
Le Cousin Pons, (De Balzac).  
Les Navigateurs Du XVIII Siecle,  
Vol. I, II, (Verne).

#### CASE V.

The Abbot, (Scott).  
The Battle of the Strong, (Parker).  
Christmas Stories, (Dickens).

Commonwealth or Empire, (Smith).  
Concerning Isabel Carnaby, (Fowler).  
The Day's Work, (Kipling).  
Dombey and Son, (Dickens).  
Donovan Pasha, (Parker).  
The Golden Age, (Graham).  
Greek Heroes, (Kingsley).  
Humours of '37, (Lizars).  
Irrigation and Drainage, (King).  
Lazarre, (Catherwood).  
The Life and Work of Dwight Moody,  
(Chapman).  
The Little White Bird, (Barrie).  
Lord Strathcona, (Willson).  
Love Letters of Victor Hugo.  
Mr. Chupes and Miss Jenny, (Bignall).  
Nicholas Nickleby, (Dickens).  
The Poetry of Tennyson, (Van Dyke).  
Perveril of the Peak, The Pirate,  
(Scott).  
Reflections of a Married Man, (Grant).  
The Right of Way, (Parker).  
Roden's Corner, (Merriman).  
A Short History of the English Peo-  
ple, Vol. I, II, (Green).  
Sketches of Irish Character, (Hall).  
Society and Solitude, (Emerson).  
Soldiers Three, (Kipling).  
Some Experience of an Irish R. M.,  
(Somerville).  
The Sowers, (Merriman).  
Stalky & Co., (Kipling).  
The Story of Creation, (Clodd).  
Three Years in Savage Africa, (Decle).  
The Tribulations of a Princess.  
The Victors, (Barr).  
We and the World, (Ewing).  
Yesterday, To-day and Forever, (Bick-  
ersteth).  
Cesar Birotteau, (De Balzac).  
Le Comte De Monte-Cristo, Vol. I,  
II, (Dumas).  
Les Miserables, Vol. I, II, (Victor  
Hugo).  
Michael Strogoff, Vol. I, II, L'Ile A  
Helice, Vol. I, II, Voyage Au Centre  
De La Terre, (Verne).

#### CASE W.

The Abandoned Farmer, (Preston).  
Adventures of Sherlock Holmes,  
(Doyle).  
The Benefactress.  
Ben-Hur, (Wallace).  
Bleak House, (Dickens).  
Burlesques, (Thackeray).  
The Cavalier, (Cable).  
A Chosen Few Short Stories, (Stock-  
ton).  
A Clear Type Dictionary.  
A Flat Iron for a Farthing, (Ewing).  
From Sea to Sea, Vol. I, II, (Kip-  
ling).  
In the Wasp's Nest, (Brady).  
The Kembles, (Matthews & Hutton).  
Khan's Canticles, (Kernighan).



The Lane That Has No Turning, (Parker).

The Life of the Bee, (Maeterlinck).

Life's Handicap, (Kipling).

A Little Book of Profitable Tales, (Field).

Little Dorrit, (Dickens).

The Little White Bird, (Barrie).

Little Women, (Alcott).

Lorna Doone, (Blackmore).

The Man That Laughs, (Victor Hugo).

Marguerite De Roberval, (Marquis).

The Naulahka, (Kipling).

Ninety-three, (Victor Hugo).

Old Creole Days, (Cable).

Old Mortality, (Scott).

Poetical Works, (Hemans).

A Primer of Psychology, (Fitchener).

The Rear Latin Quarter, (Smith).

The Right of Way, (Parker).

Rob Roy, (Scott).

The Romance of Canadian History, (Parkman).

Romney of the Snows, (Parker).

Sartor Resartus, (Carlyle).

Sea Fights, (Frothingham).

Sketches of Irish Character, (Hall).

Sparrow the Tramp, (Wesselhoeft).

Stories of Invention, (Hale).

Suspense, (Merriman).

A Tale of Two Cities, (Dickens).

Toilers of the Sea, (Victor Hugo).

Vanity Fair, (Thackeray).

The Virginians, (Thackeray).

What Katy Did, (Coolidge).

A Window in Thrums, (Barrie).

Woodstock, (Scott).

Yesterday, To-day and Forever, (Bickersteth).

#### CASE X.

Bittersweet, (Holland).

The Benefactress.

The Clear Type Dictionary.

Barnaby Rudge—Edwin Drood, Cur-

iosity Shop—Hard Times, David

Copperfield, Martin Chuzzlewit, Nic-

holas Nickleby, Our Mutual Friend,

Oliver Twist—Pictures from Italy,

Pickwick Papers, (Dickens).

Donovan Pasha, (Parker).

Dream Life, (Marvel).

The Life and Work of Dwight Moody, (Chapman).

Captain Courageous, Departmental

Ditties and Ballads, The Light That

Failed, Plain Tales from the Hills,

The Second Jungle Book, Under the

Deodars, (Kipling).

The Life of the Bee, (Maeterlinck).

The Life of the Emperor Frederick,

(Von Poschinger).

Matthew Arnold, (Paul).

Notre Dame, (Victor Hugo).

Nugent's French and English Dictio-

nary, (Brown & Martin).

Opinions of a Philosopher, (Grant),

Russian Hosts and English Guests in Central Asia, (Perowne).

Through New Guinea, (Cayley-Webster).

The True American Revolution, (Fisher).

Ivanhoe, Kenilworth, Marmion, Quentin Durward, The Talisman, Waverley, (Scott).

Pendennis, Philip-Catharine, (Thackeray).

#### FRENCH BOOKS.

Germinal, (Zola).

La Reine Margot, Vol. I, II, (Dumas).

Les Miserables, 3 Vols., (Victor Hugo).

Les Martyrs, Vol. I, II, Les Natchez, Vol. I, II, (De Chateaubriand).

Les Premiers Exploiteurs, Vol. I, II, La Tour Du Monde, (Verne).

#### CASE Y.

Around the World in Eighty Days, (Verne).

Barnaby Rudge, (Dickens).

Ben-Hur, (Wallace).

Black Beauty, (Sewall).

The Black Dwarf, (Scott).

Black Rock, (Connor).

Bonnie Prince Charlie, By England's Aid, (Henty).

Canadian History, (Weaver).

Cast Up by the Sea, (Baker).

Charles O'Malley, (Lever).

Cleg Kelly, (Crockett).

The Deerslayer, (Cooper).

Dombey and Son, (Dickens).

Donovan, (Lyall).

From Powder Monkey to Admiral, (Kingston).

German Life in Town and Country, (Dawson).

The Gorilla Hunters, (Balantyne).

His Brother's Keeper, In His Steps, (Sheldon).

In Kings' Byways, (Weyman).

Jacob Faithful, (Marryat).

John Halifax, Gentleman, (Mulock).

Kenilworth, (Scott).

My Boys, (Alcott).

The Mysterious Island, (Verne).

The Old Curiosity Shop, Our Mutual Friend, (Dickens).

The Pathfinder, (Cooper).

Peter Simple, (Marryat).

Peter the Whaler, (Kingston).

The Pilgrim's Progress, (Bunyan).

The Pilot, (Cooper).

Plain Tales from the Hills, (Kipling).

Robinson Crusoe, (Defoe).

Rob Roy, (Scott).

The Sky Pilot, (Connor).

Soldiers Three, (Kipling).

The Swiss Family Robinson, (Wyss).

The Talisman, (Scott).

Ten Nights in a Bar-room, (Arthur).

The Three Guardsmen, (Dumas),

Titus, A Comrade of the Cross.  
(Kingsley).  
Tom Brown's School Days, (Hughes).  
Twenty Thousand Leagues Under the  
Sea, (Verne).  
Uncle Tom's Cabin, (Stowe).  
Under Cresceht and Star, (Haggard).  
The Vicar of Wakefield, (Goldsmith).  
With Clive in India, With Wolfe in  
Canada, (Henty).

## CASE Z.

Around the World in Eighty Days,  
(Verne).  
By England's Aid, (Henty).  
Black Beauty, (Sewall).  
Black Rock, (Connor).  
Ben-Hur, (Wallace).  
Bonnie Prince Charlie, (Henty).  
The Birds' Christmas Carol, (Wig-  
gin).  
Canadian History, (Weaver).  
Charles O'Malley, (Lever). ;  
Cast Up by the Sea, (Baker).  
The Deerslayer, (Cooper).  
A Double Barrelled Detective Story,  
(Twain).  
Donovan, (Lyall).  
Friends, Though Divided, (Henty).  
From Powder Monkey to Admiral,  
(Kingston).  
The Gorilla Hunters, (Ballantyne).  
Great Expectations, (Dickens).  
His Brother's Keeper, In His Steps,  
(Sheldon).  
Jacob Faithful, (Marryat).  
Life's Handicap, The Light That Fail-  
ed, (Kipling).  
Lovey Mary, (Rice).  
Many Inventions, (Kipling).  
The Mysterious Island, (Verne).  
Old Curiosity Shop, (Dickens).  
Old Mortality, (Scott).  
Peter Simple, (Marryat).  
Peter the Whaler, (Kingston).  
Pickwick Papers, (Dickens).  
The Pilgrim's Progress, (Bunyan).  
The Pathfinder, The Pilot, (Cooper).  
Robinson Crusoe, (Defoe).  
The Sky Pilot, (Connor).  
The Swiss Family Robinson, (Wyss).  
Ten Nights in a Bar-room, (Arthur).  
Titus, (Kingsley).  
Tom Brown's School Days, (Hughes).  
Twenty Thousand Leagues Under the  
Sea, (Verne).

## FRENCH BOOKS.

Eugenie Grandet, (De Balzac).  
Graziella, (De Lamartine).  
Le Comte de Monte-Cristo, 6 Vols.,  
(Dumas).  
Le Medecin de Campagne, (De Bal-  
zac).  
Port-Tarascon, (Daudet).

## CASE A1.

The Banner of Blue, (Crockett).  
The Bird's Christmas Carol, (Wiggin).  
A Captured Santa Claus, (Page).  
Castle Creanycrow, (McCutcheon).  
Cranford, (Caskell).

Darkest Africa, Vol. I, II, (Stanley).  
David Harum, (Westcott).  
Flower Legends, (McCollum).  
Gibbon's Roman Empire, 5 Vols.  
Hugh Wynne, (Mitchell).  
Hypatia, (Kingsley).  
Jane Eyre, (Bronte).  
John Halifax, (Mulock).  
The Jungle Book, The Second  
Jungle Book, (Kipling).  
Last Days of Pompeii, (Lytton).  
The Little White Bird, (Barrie).  
Lovey Mary, (Rice).  
Macaulay's Essays, 3 Vols.  
Martyrdom of an Empress.  
Mrs. Wiggs of the Cabbage Patch,  
(Hegan).  
Old Mortality, (Scott).  
The Refugees, (Doyle).  
The Right of Way, (Parker).  
The Romance of Canadian History,  
(Edgar).  
The Sacrifice of the Shannon, (Hick-  
man).  
Sketches of Irish Character, (Hall).  
Tales from Blackwood, 5 Vols.  
No Thoroughfare, (Fraser).  
Three Years' War, (DeWet).  
To the End of the Trail, (Mason).  
The Two Vanrevels, (Tarkington).  
Vansittter Memoirs, (Cameron).  
Vicar of Wakefield, (Goldsmith).  
Woodstock, (Scott).  
With Clive in India, With Wolfe in  
Canada, The Young Colonists, The  
Young Franc Tireurs, (Henty).

## CASE B1.

The Birds' Christmas Carol, (Wig-  
gin).  
Bozland, (Fitzgerald).  
Happiness, (Hilty).  
Ivanhoe, (Scott).  
Our Neighbors, (MacLaren).  
The Romance of Canadian History,  
(Edgar).  
Sketches of Irish Character, (Hall).  
Tales from Blackwood, Vol. VI, VII,  
VII, IX, X, XI, XII.  
Thoroughbreds, (Fraser).  
The Turquoise Cup, (Smith).  
Waverley, (Scott).  
With the British Legion, (Henty).  
American Notes, Barnaby Rudge,  
Bleak House, Christmas Books,  
Christmas Stories, Dombey and  
Son, Great Expectations, Letters,  
1833-1870, Little Dorrit, Martin  
Chuzzlewit, Nicholas Nickleby, Pick-  
wick Papers, Old Curiosity Shop,  
Oliver Twist, Our Mutual Friend,  
Reprinted Pieces, Sketches by Boz,  
A Tale of Two Cities, The Uncom-  
mercial Traveller, (Dickens).

## FRENCH BOOKS.

Grands Voyages et Grands Voy-  
ageurs, Vol. I, II, III, IV, V, VI,  
(Verne).  
Impressions De Voyage en Russie,  
Vol. I, II, III, IV, (Dumas).

Vingt ans Apres, Vol. I, II, III, (Dumas).

#### CASE C.

The Abbot, Anne of Geirstein, The Antiquary, The Betrothed, The Bride of Lammermoor, Count Robert of Paris, The Fair Maid of Perth, The Fortunes of Nigel, The Heart of Midlothian, The Monastery, Pervil of the Peak, The Pirate, Quentin Durward, The Red Gauntlet, St. Ronan's Well, Waverley, (Scott).  
The Amateur Cracksmen, (Hornung).  
Baxter's Second Innings, (Drummond).  
The Benefactress.  
The British Navy, (Stenzel).  
The Birds' Christmas Carol, (Wiggin).  
The Call of the Wild, (London).  
Capt. Macklin, (Davis).  
Castle Omeragh, (Moore).  
Cherry, (Booth Tarkington).  
Child's History of England, (Dickens).  
A Doffed Coronet.  
Elizabeth's Children.  
First Principles of Nursing, (Manning).  
The Five Nations, (Kipling).  
Gems of Hope, (Bate).  
Glengarry School Days, (Connor).  
House Decorating and Painting, (Brown).  
John March, Southerner, (Cable).  
King Mombo, (Du Chailly).  
Kit Kennedy, (Crockett).  
Kronstadt, (Pemberton).  
The Lady of the Barge, (Jacobs).  
Martyrdom of an Empress.  
Letters to Dead Authors, (Lang).  
Our Neighbors, (MacLaren).  
The Road to Frontenac, (Merwin).  
Robert Urquhart, (Setoun).  
The Romance of Canadian History, (Edgar).  
Tht Story of My Life, (Keller).  
The Tragedy of the Korosko, (Doyle).  
The Traitor's Way, (Levett-Yeats).  
Uncle Bernac, (Doyle).  
The Virginian, (Wister).  
The Young Buglers, (Henty).

#### CASE D.

Along Four-footed Trails, (Cook).  
American Notes, (Dickens).  
Baxter's Second Innings, (Drummond).  
The Black Dwarf, (Scott).  
Bozland, (Fitzgerald).  
The British Navy, (Stenzel).  
Canon Barnett, (Aitken).  
A Child's History of England, (Dickens).  
Careers of Danger and Daring, (Moffatt).  
Col. Carter's Christmas, (Smith).  
Cranford, (Caskell).  
A Day With a Tramp, (Wyckoff).

The Descendant.

Dorothy South, (Eggleston).  
Elizabeth and her German Garden.  
England in Egypt, (Milner).  
A Galloway Herd, (Crockett).  
Guy Mannering, (Scott).  
Hard Times, (Dickens).  
Hilda Strafford, (Harraden).  
Kenilworth, (Scott).  
Khan's Canticles, (Kernighan).  
Lady Rose's Daughter, (Ward).  
Les Miserables, (Hugo).  
Let Us Follow Him, (Sienkiewicz).  
Lincoln, (Leland).  
Little Rivers, (Van Dyke).  
Maids and Matrons of New France, (Pepper).  
Marjorie, (McCarthy).  
Nicholas Nickleby, Old Curiosity Shop, (Dickens).  
The Phantom Future, (Merriman).  
The Pilgrim's Progress, (Bunyan).  
Pride and Prejudice, (Austin).  
Quentin Durward, (Scott).  
The Refugees, (Doyle).  
Robinson Crusoe, (Defoe).  
Rob Roy, (Scott).  
Romance of Canadian History, (Edgar).  
Seas and Lands, (Arnold).  
A Solitary Summer.  
The Sowers, (Merriman).  
Swiss Family Robinson.  
Tales of the Punjab, (Steel).  
Thompson's Progress, (Hyne).  
The Virginian, (Wister).  
Wee Macgregor, (Bell).  
When Valmond Came to Pontiac, (Parker).  
The Whirligig, (Lindsay).  
The Young Barbarians, (MacLaren).

#### CASE E.

Bar, Stage and Platform, (Merivale).  
Baxter's Second Innings, (Drummond).  
The Blakes and the Flanagans, (Sadlier).  
R. J. Campbell, (Bateman).  
Careers of Danger and Daring, (Moffett).  
In Darkest Africa, Vol. I, II, (Stanley).  
From the Ranks, (King).  
History of Our Own Times, Vol. I, II, (McCarthy).  
Great Expectations, Martin Chuzzlewit, (Dickens).  
The Kentons, (Howells).  
Life of Wm. McKinley, (Halstead).  
The Mission to Uganda, (Portal).  
McGee's Poems, (McGee).  
The Pharaoh and the Priest, (Curtin).  
The Pilgrim's Progress, (Bunyan).  
The Reveries of a Bachelor, (Marvel).  
Romance of Canadian History, (Edgar).  
Some Experience of an Irish R.M., (Somerville and Ross).



The Success of Mark Wyngate, (Silberrad).

Swiss Family Robinson.

Three Year's War (DeWet).

Wee Macgregor, (Bell).

Lady Susan, Mansfield Park, Northanger, Sense and Sensibility, (Austen).

American Notes, In Black and White,

Mine Own People, The Phantom

Rickshaw, Soldiers Three, The Story

of That Gadsbys, Wee Willie Winkle, (Kipling).

The Abbot, Anne of Geirstein, The Betrothed, Count Robert of Paris, Guy Mannering, The Fortunes of Nigel, The Heart of Mid-Lothian, Ivanhoe, Kenilworth, Peveril of the Peak, St. Ronon's Well, (Scott).

• The Newcomes, The Paris Sketch Book, Roundabout Papers, (Thackeray).

## VII.—PUBLIC LIBRARIES.

As will be seen from the statistical tables, our Public Library system has attained very large proportions. Of the 488 Public Libraries, 140 are reported as free. Thirty-five Public Libraries did not report for the year ending the 31st December, 1902. Seven Libraries which have not yet reported were established in the year, 1903. The decrease in the number of new Libraries is due to the wise amendment to the Libraries Act made during the last session of the Legislature.

The amendment to the Public Libraries Act made the last session of the Legislative Assembly will prevent Library Boards from going in debt in the purchase of books. The Consolidated Statutes, section 28 (1) had the following provision: "Subject to the preceding sections and to any regulations approved of by the Lieutenant-Governor in Council in that behalf, there shall be paid to every public library established under the said Act, out of any money appropriated by the Legislature for that purpose, one dollar for every dollar expended by the board of management on the purchase of books, but so as not to exceed the sum of \$200, provided it is shown to the satisfaction of the Education Department that an amount at least equal to the sum so expended has been contributed by municipal or school corporations, or from the fees of members and other sources."

The Boards in many small places had been accustomed to give notes to publishers or agents in adding to the books of the Library. This interpretation of "other sources" will no longer be allowed, as will be noticed by the amendment, which reads as follows: "In estimating the amount to which a Public Library is entitled under sub-section 1 of this section, only the amounts expended by the board of management in cash payments out of moneys received by way of grant or gift or as membership fees shall be included, and no public library shall be entitled to any grant under the said sub-section by reason of the expenditure of money borrowed by the board of management or by reason of payments made in promissory notes or in any other way than by cash only."

It will be seen that in estimating the grant to which a Library Board will be entitled, only such sums as are raised by the municipal or school corporations, donations, or fees from members, can be taken into consideration.

I regret to say that of the 488 Public Libraries in Ontario, only 140 are free. The tendency to form free libraries is undoubtedly increasing, and the public sentiment is generally in favor of free public libraries on the same principle as it is in favor of free schools. The Legislature has been very liberal in the amount appropriated for library purposes. Has not the time arrived when no appropriation should be made to a library which is not free to all citizens of the municipality by which it is maintained? This would require an amendment to the Public Libraries Act, and it is one that is well deserving the consideration of those specially interested in this department of educational work.

The provisions of the statute regarding free Public Libraries work fairly well. The mode of appointing the trustees is satisfactory. In many places it has been the custom to appoint some of the teachers of the Public or High Schools as members of the Board. In a few places successful efforts have been made to meet the needs of Public and High Schools by having books selected suitable for pupils attending the schools. In many cities in the United States, methods are adopted by which books

are sent regularly to the teachers of the schools for distribution. I think similar arrangements might be made with advantage in Ontario. Until school libraries are adopted in cities and towns, this plan, if followed, would be of much service.

The provisions of the law for the formation and management of free Public Libraries in urban municipalities work satisfactorily. The same cannot be said regarding the formation of libraries not free, and especially libraries in unincorporated villages. The trustees forming a library board should, I think, represent the school section or municipality, and not the few members who become incorporated for the purpose of establishing a public library. If the public libraries in rural districts and unincorporated villages were placed under the control of the trustee board, there would be a great saving of expense, and the school board being a permanent corporation would necessarily be under greater obligation to look after the library, which would become the property of the section. The library might be placed in the school. This would save the cost of renting another building. The teacher, with some slight addition to his salary, could act as librarian, and the books might readily be distributed in many cases through the pupils of the school. Already many school libraries have been formed in rural districts. If by a change in the law, increased grants were given where additional books for adults were provided, the advantages of public libraries would become more generally distributed than at present. It is pleasing to notice the interest taken in many cities and towns in the erection of suitable buildings for library purposes. The liberality of Mr. Andrew Carnegie has doubtless largely contributed to the increased impetus for good buildings. Already Mr. Carnegie's gifts to libraries in Ontario are as follows: Berlin, \$15,000; Brantford, \$30,000; Chatham, \$15,000; Collingwood, \$10,000; Cornwall, \$7,000; Galt, \$17,500; Goderich, \$10,000; Guelph, \$20,000; Lindsay, \$10,000; London, \$10,000; Ottawa, \$100,000; Palmerston, \$6,000; Paris, \$10,000; Pembroke, \$10,000; St. Catharines, \$20,000; St. Thomas, \$15,000; Sarnia, \$15,000; Sault Ste. Marie, \$10,000; Smith's Falls, \$10,000; Stratford, \$12,000; Thorold, \$10,000; Toronto, \$350,000; and Windsor, \$20,000.

"Although fiction is a great part of literature, it is not all; and it is scarcely necessary to say that to read fiction only, even if it be the best fiction, is to cultivate the mind unsymmetrically. What shall be said, then, of the exclusive reading of poor fiction? The circulation of popular novels has advanced by leaps and bounds of late years. Sensational methods of advertising have had some share in this, no doubt; but along with the large sales of novels has come the falling-off in the sales of other books. Any bookseller will admit that people buy fewer books of solid merit than they bought twenty years ago. Certain classics, of course, have a steady sale, though it is possible that even in their case it is diminishing. Shakespeare and the English poets are in demand for gifts, as well as for personal use; Dickens, Thackeray, Miss Austen and other novelists of assured fame are constantly being put forth in new editions. So far there is ground for congratulation. But in the case of current books of merit, in history or criticism or science, for example, the sale is often surprisingly small, especially considering the assertions constantly made as to the increasing avidity of the public for instruction. People are simply wasting their time and money in keeping up with the books which the 'literary' papers assert 'must' be read.

"It is a singular circumstance, too, that most of these novels, so highly praised, so eagerly bought, and so soon forgotten, are in no sense worth reading. Not only do they offend against the elementary canons of art, they also show the most distressing ignorance of life. 'Take up half a dozen of these novels at random,' the London Academy counsels its readers, 'and you will find misrepresentation blatant, misrepresentation of every class of society, misrepresentation of the most ordinary affairs of existence. It may not be conscious misrepresentation, but there it is; the servant girl stands in as impossible a light and as ruinous a perspective as the countless men and women who trail titles across the pages. There comes upon us at times a positive yearning for anything vital, anything truly and personally observed, were it only a sidling tramp or a garbage-sodden gutter.'

"Probably most parents would confiscate any dime novel which they found their boys perusing surreptitiously. But the dime novel does not do half the injury to youth that its lineal successor does to the adult intelligence. The demoralization wrought is so great, in fact, as to lead the most conscientious novelist with the keenest artistic insight to the point of swearing that he will forsake this form of literature, degraded as it is by fakirs. The matter is fast reaching a pitch at which the only possible advice to give will be the somewhat unjust direction to let all 'best-selling novels' alone until they have proved a claim to something else than commercial qualities."—Providence Journal.

#### VIII.—SCHOOL LIBRARIES.

By reference to Appendix C, page 60, it will be seen that an excellent beginning has been made in the movement for the establishment of rural school libraries. Much credit is due Public School Inspectors for the manner in which this question has been brought to the attention of trustees and teachers. It is evident only a few years will elapse before nearly all schools in country districts will be supplied with an equipment so necessary for the education of the children. The late Sir Joshua Fitch says: "Until a good library is attached as a matter of course to every one of our elementary schools, a great opportunity of refining the taste and enlarging the knowledge of the young will continue to be wasted, and the full usefulness of those institutions will remain unattained. After all it is the main business of a primary school, and a chief part of the business of every school to awaken a love of reading and to give children pleasant associations with thought of books." It is scarcely necessary for me to repeat what I pointed out in various reports, that the rural schools especially, should be furnished with suitable libraries. In country districts pupils very often have little literature in their homes, and public libraries are not always available.

The existence of a Public Library is no excuse for the neglect in establishing a school library. Books to be of most service must be readily accessible to children. If suitable books are placed in the school library, the character of the reading will be generally under the direction of the teacher. It should never be forgotten that it is of great importance to fill the mind of the child with a love for choice literature. If children are left to themselves they will not choose the best reading. The pupil who leaves our Public Schools with a love for good books is almost certain to improve his education when he enters the active duties of life. To direct pupils in the choice of reading matter is an important duty of the teacher. If books are placed in the library that furnish knowledge which is stimulating, a great deal will be accomplished.

The regulations adopted in 1902 for the establishment of school libraries have worked well. In many places the trustees have been assisted by private contributions. Although an expenditure of \$20 secures the maximum Legislative grant (\$10), many trustees have expended double that sum. When a library is once established, the School Board should make additions year by year. If at least \$20 were expended the first year and at least \$10 each subsequent year, the school would in a short time have a library fully sufficient for the needs of the pupils.

It is interesting to notice how the library movement has taken in other countries. In an article in the "Review of Reviews," by Clarence H. Poe, the success of rural school libraries in North Carolina is thus described:

"Just now, when the princely donations of Mr. Andrew Carnegie have given a new stimulus to library-building in American cities, it may be well to turn our eyes to the 'other half,'—the rural half,—of our population, for although, until quite recently, no one thought of the public library as a possible rural institution, it has now made an auspicious entry into this new field, and is destined to play an important part among the twentieth-century forces, rural mail delivery, good roads, rural telephones, etc.,—that make for the uplift of American country life.

"The need of the rural library must be apparent to all who are familiar with country school methods. Reading is the magic key to all our storehouses of intellectual wealth; it is the basis of all education. 'The true university of these days,' says Carlyle, 'is a



collection of books.' And it is here, of all points in its curriculum, that the country school has failed most grievously,—it had not taught the child to read, to use books. Do not understand me to charge that the rural school is literally and avowedly disloyal to the first of the immortal three R's, for it is not. But only in the narrowest sense does it teach reading,—reading as the mere pronunciation of words and the observance of punctuation marks; the unlovely mechanical side of reading. The brighter side of reading the country pupil does not get; the city pupil does. Aided by the prescribed supplemental literature, and guided by the teacher, the child of the townsman learns to find joy in reading, learns not only how to read, but actually learns to read, to use books. If you know the country school as the writer does, you know the other side of this picture. You know children who live out a long school career without learning anything of literature beyond the monotonous rehearsal of dry text-book matter. Cold, hard facts about the boundaries of foreign States, the dates of ancient battles, the rules of the Stock Exchange, are regarded as matters of importance, but the teacher does not see that it is better to foster a love of reading than to teach history or geography. Or if he sees the duty, and longs to direct the child to the beauties of literature, he is shackled by the lack of facilities for such work. Year after year, there is the same old drill in the same old readers, no classics are studied, and there is no supplemental reading to give the spice of variety.

"It is inevitable that children reared in such schools come to regard reading not as a luxury, but as drudgery, and grow up potentially, if not in the strictest sense, illiterate. 'I confess,' says Thoreau, somewhere in his 'Walden,' 'that I do not make any broad distinction between the illiterateness of my townsmen who cannot read at all and the illiterateness of him who has learned only to read what is for children and feeble intellects.' How much narrower, then, should be the distinction between the 'illiterateness of him who cannot read at all' and the illiterateness of him whose training has been such that he regards reading only as a task to be shunned! People everywhere are now beginning to see the mistake pointed out, ten years ago, by President Eliot in his essay 'Wherein Popular Education Has Failed.' He said:

"We have heretofore put too much confidence in the mere acquisition of the arts of reading and writing. After these arts are acquired, there is much to be done to make them effective for the development of the child's intelligence. If his reasoning power is to be developed through reading, he must be guided to the right sort of reading. The school must teach not only how to read, but what to read, and it must develop a taste for wholesome reading."

"It is to remedy just this defect that the rural school library has been introduced into twenty-nine American States. And though widely varying plans have been adopted, in no other State, I dare say, has more rapid progress been made or greater results accomplished in proportion to capital expended than in North Carolina. For this reason I may be pardoned for referring at some length to this North Carolina plan, which seems to be the one best adapted to States having a large rural population and a small revenue. The law as passed by the General Assembly of 1901 provides, in substance,—

"That wherever the friends or patrons of any rural public school contribute \$10 or more for starting a library in connection with the school, \$10 of the district school fund shall also be set apart for the same purpose, while another \$10 will be given from the State appropriation,—thus insuring at the outset at least \$30 for each school library; in many cases, of course, the patrons contribute more than the minimum sum, \$10, needed to secure the \$20 from other sources. The county board of education then names some competent person to manage the prospective library and buy the books for it, these to be chosen from a remarkably well selected list of standard works recently prepared by a committee of distinguished educators. The same committee, by the way, obtained competitive bids from prominent publishing houses, thus forcing prices to strikingly low figures, even for classics. The smallest libraries have seventy-five or eighty neat and substantially bound volumes.

"One other fact deserves mention. Not only does the rural school library develop the reading habit,—it develops it along right lines. Since, as Emerson says, 'the ancestor of every action is a thought,' how important it is that the literature that is to provoke thought be wholesome and well balanced! In our city libraries, fiction has much too large a place, many women and young people read nothing else. But while these rural libraries contain a few great novels, the chief effort is to develop a proper appreciation of choice works of science, travel, nature-study, poetry, history, biography, and mythology. Even if the child formed the 'reading habit' outside the school, it would still be worth while for the State to have these libraries for the sole purpose of turning his new-found love of literature into right channels of truth and beauty.

"Nor have the boys and girls been the only beneficiaries of the new movement. It has opened up a new world for many of the parents, and has done incalculable good in continuing the education of persons too old or too poor to longer attend school. The Superintendent of Schools for Durham County says that the books are used almost as much by the parents as by the children themselves, and the Pitt County Superintendent says that the libraries have caused hitherto indifferent parents to become deeply interested in reading and in the education of their children. 'The peculiar value of the school library,' as the New York Evening Post rightly observes, 'lies in the fact that it educates the younger generation as well as the older.'

"All in all, the North Carolina plan has proved a strikingly successful innovation, and we are moved to wonder that our educational leaders did not long ago perceive the value of rural library work, or, realizing it, did not think of the ease with which it may be conducted in connection with the public school. We are now not far from the time when no house where children meet for study, whether in town or country, will be regarded as even tolerably equipped without a small collection of the best books."

Joseph S. Stewart, in the *Alkahest*, says:

"Arizona gives fifty dollars every year for books for school libraries to every district having one hundred children. California has a district law and makes annual contributions to the libraries. Colorado gives one-tenth of a mill school tax to its rural libraries. Illinois allows an amount not to exceed two mills. Indiana one-fourth to one-third of a mill. Iowa one mill. Kentucky two years ago enacted a law allowing the commissioners to use a part of the school fund for libraries, one to be at the commissioner's office, and then as much as ten dollars for each school district if the people would raise ten dollars. As a result, in two years, every county has a local library in the court house, and there is a library for every seven hundred and twenty children in Kentucky and one book for every ten children. Maryland allows the Superintendents to give ten dollars, if the community will raise ten dollars. Massachusetts fifteen dollars if the district will raise fifteen dollars. New Jersey appropriates twenty dollars the first year, and ten dollars each year thereafter. Michigan has it in the constitution that the legislature shall provide for at least one library in every township. Minnesota has a similar law. Missouri passed in 1900 a law allowing the commissioners to withhold five cents for every child enrolled in school, and appropriate that money for a school library if the community would raise an equal amount. Under that law, last year, the commissioner writes me, they spent sixteen thousand dollars for libraries. And he says that there was never money spent that brought a richer return. Kansas, Nebraska, New Hampshire, the Dakotas, Oregon, Pennsylvania and Vermont have district laws. Wisconsin sets aside for district libraries ten cents for every child enrolled. North Carolina passed a law the year before last appropriating five thousand dollars from the State funds to be paid out, ten dollars to every school district that would appropriate ten dollars, and whose citizens would contribute ten dollars. Mr. Joyner, the State Superintendent, told me a few weeks ago that the five thousand dollars was taken up in three months; that they bought in North Carolina last year two thousand four hundred books for their school libraries, and he said, 'We propose to keep that up—five thousand dollars a year—until every school and every boy and girl has access to the best literature of the world.'"

Another American writer speaks of the value of the library as an educator: —

"As the library is about to enter this new home and thus to assume a position of increased usefulness and importance, it is well for us to look upon it in the true light. The library is in reality an educational institution supported by the city. The school and the library are the two co-ordinate branches of the educational system of the city. They are the two points about which community life should naturally centre. They are mutually interdependent. The success of the library depends upon the character of the readers which we send from the public schools. It is said that the average American child has but five years of schooling. In the majority of cases, the child upon leaving school must continue his education in the library, if he continues it at all. He will not continue it, unless a desire for knowledge and a taste for reading have been previously formed in the school; people must be prepared for the library. Moreover, the connection with the library must be made before the child leaves school. No one outside the home ever enters so intimately into the mind and heart and life of the child as does the teacher. It is the duty of the teacher to train for the library. On the other hand, just as the teacher knows the child, so the librarian knows the books. It is a pleasure to record that our own librarian is ever ready to place all the resources of the library at the disposal of the teachers and of the children."

"A director was heard to object to 'wasting money on school libraries,' saying that his district had had a good library once and it had been used up and lost. On inquiry it was found that his 'district library' a few years ago consisted of a few story books and patent office reports. Of course they were 'used up,' possibly for kindling, as they were not fit for much else. Should a school board purchase the thirty-three volumes recommended to supplement the State course of study they may be 'used up' in a few years by the children in school work, and they should be used—they are made for that purpose. It is not generally true that teachers will not take care of them and use them properly.

"Among the live topics for teachers to discuss when they get together is the 'school library'; how to get it; how to use it, and how to take care of it. A half day should be set apart for a general discussion of this at the fall meeting and at a time when directors and patrons may be present to take part in the discussion. A good working school library is of more value than all the charts, maps, and globes that can be bought. Missouri school boards should stop spending \$100,000 each year for worthless material and put that much and more into good literature, history, geography, and nature study books for use in the schools."—W. T. Carrington, State Superintendent, Missouri.

#### IX.—MODERN EDUCATIONAL NEEDS.

In my previous reports, I took occasion to draw attention to the changes in courses of study and methods of teaching which are forced upon us by modern industrial and social problems. It is to be feared that many persons fail to recognize the need of educational progress, in view of the alterations which have arisen within a half century in the industrial and social relations of the people. In past generations, the influence of the home almost overshadowed the institution of the school. Doubtless that condition had its advantages, and it is to be regretted that in some particulars the duty of the parent is too often relegated to the teacher. At one time the home produced and prepared nearly all the food consumed by its members. It was the scene of diversified industry, as well as the scene of the child's social life. The school was then merely regarded as the place where the three R's were taken up by the youth.

The growth of the factory has caused the home to lose some of its many industrial functions. The changed conditions have increased the importance of the school, and diversified its functions. The factory system has gradually expanded and now utilizes the economics of what has resulted from a division of labor and the centralization of industry. At one time, whatever sewing, knitting, weaving, baking, washing, and cooking were required for the family were done in the home. Now much of this



labor is performed in the factory. Girls, as well as boys, have, as a result, much more leisure, and it is not to be wondered at that employment in the factory has become so general. The farmer was once a small manufacturer, as well as a worker of the soil; now the two kinds of work are separated. The factory system is partly responsible also for the movement of the population from the country to towns and cities. These changes have restricted the scope of all the occupations, and have given the child much less chance to see or engage in industrial operations. In many homes the familiar chores of a former generation are not to be found. City homes are no longer able to furnish opportunity for manual training, and, therefore in this respect, the country boy has advantages not possessed by city youth. The growth of democratic institutions has also been a marked feature of the last half century. The management of the affairs of the school section, the township or city, the Province and Dominion call for intelligent citizens.

"The great changes in industrial and social life and the growth of democratic institutions render necessary changes in school courses and in educational methods. Doubtless society needs time to adjust itself to the altered conditions of life, and, likewise, time is required to remodel and re-construct our educational system upon an improved basis. There is ordinarily a great divorce between the school and society. The object of the pupil seems to be to acquire mere knowledge and attend to his books until school days are over. It would be well if each pupil recognized the advantage of having education go on all through life. Laboratory methods, which have revolutionized the work of the University, have only to a limited extent affected the High School, and the Public School far less. The life of the average working man must be broadened, and the professional man should not be the ideal placed before students. The great mass of the students cannot, from the very nature of the case, occupy prominent positions. The ordinary pursuits in life will be followed by the great body of those who attend our schools. Hence whatever subjects are essential to the masses should receive most attention. The division of labor which has resulted from modern conditions is apt to make each one acquire a limited amount of knowledge. The mechanic is often bound down to a rigid and monotonous routine. He becomes part of a machine. If a broad curriculum is prescribed for our schools, this danger may be lessened.

"The school must show the social necessity of each person's task, and give a clue to the great industrial labyrinth. The problem of the relation of labor to capital cannot be solved until the work and function of all the factors of production are clearly understood by a majority of the people; when such a condition obtains, the question of the proper distribution of wealth will be greatly simplified. The school attempts to meet the new conditions by enlarging its curriculum; it now aims at more than mere mental training and discipline. Manual training, nature study, kindergartens, athletics, physical training, domestic science, cooking, sewing, drawing, modelling, painting, music, are now incorporated into the course of study. These added features are merely tentative attempts to give training which was formerly provided outside the school, but which cannot be provided under present conditions. Much of this has been added haphazard, in order to fill a vaguely defined need, without proper arrangement or agreement with the older portions of the school curriculum.

"What does this signify? Does it mean that the home and the home training is less important than in former years? It is clearly shown that the importance of the school has increased, and that it is to continue to do so. Home training is highly individualistic; school training is not. A broader view of education is now taken. The State educates the young in order to advance the welfare of society. Its aim is to make the good citizen and the efficient producer and consumer. The result desired is the elevation of the standard of living of society—a social benefit. The mass can, however, be elevated only by acting upon each individual composing it. The school, with its wider view, is to be a mighty force, which is to make for equality of social and industrial life. The school becomes society's agency for the

promotion of its collective welfare. Its purpose is chiefly directive. Society is recruited from the young, and it is necessary that the new incoming generations be worthy successors of the outgoing. The attention must be fixed upon those institutions which train the growing child, and not so much upon those corrective and repressive institutions which are needed because the early training and direction of their inmates was not what it should have been. We spend too much money on the diseased tree, but not enough on the growing twig. The functions of the school must relate to the intellectual, physical and moral training of the young; the greater the efficiency and effectiveness of the school, the less the need for corrective and repressive institutions."—Education.

"The primary graded schools and the high schools of our cities and our State universities have been articulated and unified into a national system. In the newer States, which were settled after high schools and State universities became popular, this system occupies nearly the whole educational field. In the studies offered, in the location of the schools, and in the methods of providing revenues this system suits the American people. The recent rapid development of city high schools, and especially the recent large financing of State universities by many States, and the falling off in number of new private and religious academies and small colleges, indicate that the State is more and more to be in charge of our educational institutions. . . .

"A century ago, the whole framework of the education from primary to college classes looked to a finished education. The need then seemed to be an educated class. Now, our educated class has grown large, and has followed the law of the division of labor; it is divided into sub-classes of specialists, each demanding and securing special education. A new system is a necessity. The introduction of machinery and cheapened transportation have carried the division of labor to all classes of people. Special as well as general education is now demanded by the people, because they have discovered the advantages peculiar to each.

"The old system of schools said, 'Educate the man first and the specialist afterward' This practically means that special education be confined to higher education. It too nearly means aristocracy of special education, and too nearly ignores the 99 per cent. who cannot take a college course before pursuing a course in a specialty. The old-time apprentice system, instead of keeping pace with the greater needs for special training among the industrial classes, has retrograded. And the result is that our system of education needs readjustment at the bottom and middle, so as to better serve those who drop out during the primary and high school courses, or upon graduation from the high school, and enter at once upon work which usually proves to be a specialty more or less definite in its nature.

"In the old system, where the texts, the teachers, and the ideals were all centered in some city profession, and the road to fame was laid out through the complete course of a collegiate education, the boy or girl who was to be a farmer had no special place. The assumption was that what was good preparation for entrance into the freshman class in college was equally good for the boy who was to be a farmer, or the girl who was to manage a farm home. The result has been that, next to the more rapid increase in the demand for city workers as compared with the country demand, our schools have been the most potent influence in leading our people from the farm to the city. Our scheme of education has taught of city things rather than of country things, and by ignoring the farm and the farm home our greatest industry, farming, and our best institution, the farm home, have been discredited.

"Forty years have been necessary for the experimenting with and the development of collegiate courses in agriculture in our State universities and State colleges. During the past fifteen years, experiences have been successfully carried out in establishing large agricultural high schools, and in a third as many years of trial consolidated rural schools, with free transportation, have been successfully inaugurated in numerous localities. Once our educators generally realize the practicability and the far-reaching importance of these three classes of schools, they will, doubtless, lead the people to adopt them

and to arrange them into an articulated system. As city primary graded schools, city high schools, and university and college courses have been articulated into a unified system, so the consolidated rural school, the agricultural high school, and the college of agriculture can be articulated into a parallel system. The one, with its industrial side strengthened, will serve the city life; the other will serve the country life, and without very serious loss of time, the student who so desires can transfer from one system to the other. The whole system of American education thus unified will become as useful to country people as to city people."—Professor Hays, of Minnesota University.

"Negatively, education is not the mere acquisition of knowledge. To know how to read and to write, to translate foreign languages and to solve difficult mathematical problems, does little more than afford the means whereby an education may be obtained. Upon the supposition that these acquirements constitute an education of the masses, countless tables of statistics showing the alleged relation of crime to education have there found their basis. I deem it unnecessary to distinguish between so-called true education and false education; the real principle involved here is that education does not consist in merely acquiring, but is largely a process of development, brought about by the exercise of the function of knowledge. The question considered affirmatively has many answers, all of them, however, related to each other. According to the poet, the painter, the enthusiast, it is the process whereby physical and moral powers are made to serve the spiritual nature in its highest purpose—'the soul's awakening.' According to the humanitarian, who holds the true moving powers of life to be the will of that Providence that rules and guides the world, and that is expressed in love, charity and a feeling of a community of interest, education is the process whereby there is created and strengthened love and brotherly feeling towards all humanity. The sociologist defines education to be the act of finding oneself, or, in other words, the means whereby one finds himself in proper place in society, and sufficiently equipped to discharge the duties to himself and to society that belong to his real station. The industrial holds that it is the preparation for the conquest of environment to the well-being of the human family, while others, having in mind probably the individual only, assert that it is the preparation for taking care of oneself.

"A definition, that seems to combine all that is excellent in each of the above and that suits the practical teacher very well, is that education is the symmetrical and complete development of the faculties and powers of a human being, morally, mentally and physically. In the first half of the last century a distinguished educator wrote: 'The lowest claim which any intelligent man now prefers in its (education's) behalf is that its domain extends over the threefold nature of man—over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and cultivating all those tastes which are allied to virtue; and over his moral and religious susceptibilities also, dethroning selfishness, enthroning conscience, leading the affections outward in good will towards man, and upward in gratitude and reverence to God.'"—Minnesota Report.

## X.—SCHOOL GARDENS.

The plan of having a school garden attached to a school, though new to this Province, has been followed many years in some other countries. The school garden movement, as it is understood to-day, is a modern thought. The development of the idea has been very rapid in Europe. France alone has more than 28,000, and in Russia no school will be accepted by the State as entitled to public funds unless a garden is connected with it. In the United States the school garden movement has made rapid progress within the last twenty years.

In a country like Canada, where so large a portion of our exports are products of the farm, it is evident that our children should know much about farm operations; indeed, it is worth noticing that the largest proportion of our successful business men



were brought up in the country districts, and, thereby, gained a knowledge of the productive industry of the farm. It is not too much to say that no other kind of training is so valuable for all-round development as agriculture. Farmers' sons are brought up to use their hands, as well as their heads, and acquire the habits of observation, which are valuable through life. A school garden in country districts serves to bring school life nearer to social life. It presents improved opportunities for nature study, and serves to give to children brighter impressions of the work of the farmer.

It would be easy to provide a school garden for nearly every school in the country. A small piece of ground could be purchased adjacent to the school, or not far from it. Under the teacher's instruction the pupils could be trained to grow vegetables and flowers. The aesthetic side of education should not be lost sight of, and the aesthetic and agricultural elements might be made to harmonize. For the younger pupils it would probably be well to have a general bed or garden. For the older ones arrangements could be made so that each pupil will have a small plot of ground. By having individual garden plots, the children will be inspired to do much more careful work, and the advantages of emulation may be brought into play. By growing both vegetables and flowers, the aesthetic and the practical side of the pupil will receive attention. Children in this way may be trained in the use of tools and encouraged to take care of them. The advantages of fertilizing the land and the different kinds of manures may receive attention. In some places where the school gardens are large a considerable sum is often realized from the products when sold. The funds secured in this way may be used to purchase requirements for the school. It is quite clear that a wide field is open for improving our schools by the establishment of school gardens. In a few parts of the Province the movement has already received attention. It is to be hoped that the idea will grow under the fostering care of our Public School Inspectors. The Regulations respecting School Gardens will be found on page 82 of this Report.

"A year ago there was printed, as an appendix to this report, an article upon school gardens, both in this country and in Europe. The subject is of interest from both the utilitarian and the aesthetic points of view. In these days, when attention is being directed so persistently to the manual side of education, and when also much is made of the culture of the beautiful, there is no one thing which combines the two so well as the school garden. Here is a channel open, without cost or special effort, to the rural school. If availed of the idea is capable of transforming many of the most forbidding unattractive school grounds into pictures of beauty. Nor is this opportunity restricted to the rural school. In many of our villages, and in all of our cities, it is possible to render the school premises more attractive to the children who frequent them as well as pleasing to the general public. The usual notion of a schoolhouse site is covered by a place for the building and a space for a playground for the scholars. The devotion of any portion of the space to such an idea as a garden would generally be considered a piece of unwarrantable extravagance. But when we turn to the little homestead which the prudent and thrifty citizen has created for himself we almost invariably find quite a piece thereof given up to flowers and shrubs. If the individual citizen deems it worth while to minister in this way to the demands of his home life, why should it be called extravagant for the public to follow the same course? Certainly what is good for the education of the child at home cannot be far out of the way when he goes to school.

"If teachers would prepare themselves for this line of endeavor it would furnish a field for the training and discipline of their children not to be excelled by any opportunity given within the walls of the school room. Co-operation, oftentimes the key-note to the most successful efforts, would here find its best place, and the true spirit of helpfulness would be generated on all sides. The great objection to the introduction of any enterprise of this character into the school life is that it takes too much time. It all depends upon the manner of such introduction. It has been demonstrated by skillful teachers that subjects can be taken into a curriculum already apparently loaded, without adding materially to the burdens. On the other hand, it is a very easy thing to make a heavy load of the simplest matter. 'Where there is a will there is a way.'

and to any teacher imbued with a thorough love of nature and a desire to kindle the same spirit in her scholars, the school garden would be but an easy path for both herself and her children."—Rhode Island Annual Report.

"Nobody need be told that children, everywhere, love flowers. This is as true of the little waifs who live in congested quarters, as of the child of luxury. To awaken interest in school gardens and beautifying the school grounds is a very easy matter. A writer in a recent number of the Christian Endeavor World says that the children of one school in Minneapolis begged of their parents all the old rubbers lying around the house, and these were carted to the junk shop by the boys, who obtained fifty dollars for the prize. Every cent of this was spent in beautifying the school grounds, the boys digging the holes for fence-posts and the girls laying out and planting flower-beds. The result was a revolutionized schoolyard, and each child took pride in the work.

"Street car companies in Minneapolis have furnished transportation that the children may visit the neighboring experimental farm, and next year the children plan to furnish the hospital with flowers gathered from their school yards.

"The pioneer in this civic-improvement work, Stockbridge, continues the same writer, long ago saw the necessity of interesting children, and in another town where the boys and girls were trying to maintain beautiful surroundings a disinterested man offered four dollars to any boy or girl who could cultivate the best flower-bed. Several towns in Missouri, among them Carthage and Bethany, offer prizes and urge children to exhibit at their county fairs. In some instances boys who are employed as newsboys carry water long distances after school hours, that the little patch outside their forlorn homes may be cultivated. Still another phase of the work is seen in Honesdale, Penn., where the children pick up papers on the street, and deposit them in tin cans provided for the purpose.

"The first school garden was started in the spring of 1891, when a wild flower garden was made on the grounds of the George Putnam School, Roxbury, Mass. About two hundred specimens were introduced in five years, among them goldenrod, asters, ferns, and other plants common to field and forest. In the same year the Massachusetts Horticultural Society offered a prize for the best-kept school yards, which has been won every year by the George Putnam School."—New York School Journal.

"Superintendent Stableton in Bloomington, McLean County, has converted the saharas that have surrounded the school buildings for years into flower gardens. He has gone further. Seeds and bulbs have been distributed among 4,000 children and more than one thousand homes are made more beautiful thereby. An exhibit of what the children have grown at home is made at the different school buildings every fall. It is the school's fair where each producer displays his products. Each year's product is some specialty different from the year before. This year it is asters; last year it was different. Not only do the children learn how to grow plants, but they learn how to care for them during the winter, how to treat bulbs and cuttings, how to bud and graft, and how to lay out a flower garden and plant it so as to produce the best effect. They learn, too, the season of maturity of each flower, and constant observation gives knowledge of its habits. They are coming up through the grades with a varied experience in regard to plants that will be useful and a source of pleasure in after years. There is not much theory connected with the instruction. It is practice in following directions sent out on printed slips in spring and fall. The theory is the net result of the experience.

"W. P. Johnson, of Carroll, Iowa, is directing the growth of gardens of a different kind but in a similar way. The boys plant patches of vegetables,—radishes, or cabbages, or squashes, or sweet corn, or celery,—and the like. They cultivate them during the season and harvest them. Here would be an opportunity for a vegetable fair in the fall. The parents might encourage the children by purchasing the crop at its market value.

"To make this instruction and experience profitable, the parents must second the efforts of the teacher.

"These examples indicate the lines upon which the teaching of agriculture, or the study of nature, must proceed under present conditions. The opportunities are ample in every rural district, or village, or small city, for training of this kind."—School and Home Education.

"The educational advantages of the school garden are many. Besides affording material and opportunity for nature study it gives a practical direction to agriculture. We can easily imagine that young people interested in the school garden will take a greater interest in the home garden. The wise father and mother will encourage this interest as their children grow up, by giving them a piece of land to cultivate for themselves and allowing them to use the profits arising from it. The experiment might practically decide whether a boy or girl had an inclination for farming; if so that inclination should be encouraged, and many farmers' sons and daughters thus be led to choose a healthy, independent life in the country instead of crowding narrow, unwholesome quarters in cities, or breathing the stifled air of close rooms and factories.

"The cultivation of a taste for flowers, shrubbery and trees is not an unimportant part of the education of boys and girls. The child that goes from a home where some attempt is made at adorning the grounds with trees, shrubbery and flowers, cannot find congenial surroundings in the bare rooms and still barer exteriors of most of the country school houses.

"Again, if there is a neat and well-kept school room, a well-kept garden or lawn in front of the school house, the child from a home not provided with these simple evidences of taste and comfort will soon carry out a successful agitation to have the home surroundings improved.

"Prof. H. W. Smith, of Truro, in the course of an admirable address at Baddeck, showed that school gardens may be kept up anywhere on a simple and inexpensive scale. It is not necessary to buy the land nor to have large gardens. An eighth or a tenth of an acre is quite sufficient. Usually this may be had from a resident adjoining the school grounds, and he will care for the garden during the summer vacation, and receive his pay in 'shares' of the products. He had known of mutually satisfactory arrangements that had been made on this basis. The object should not be to grow vegetables of large size, but to see how great a variety of useful plants could be produced, and to calculate the yield per acre of each kind. This would be an object lesson to farmers, who would not be slow to avail themselves of the results. The expense of such a garden, for seeds and implements would not be more than three or four dollars a year.

"A grass plot in the middle and a background to the garden of small shrubbery, fronted with a bank of ferns, violets, and other wild flowers, would add to its usefulness and attractiveness. This in season. In the school room there may be kept a garden all the year round—pitcher-plants, violets (which will bloom in winter), ferns, dwarf evergreen trees (which are very ornamental), the red berries of the Canadian Holly (*Ilex*), etc.,—all these may be kept in shallow plates surrounded with moss.

"Can teachers resist the temptation to have gardens like these?"—New Brunswick Educational Review.

The following valuable suggestions are from a writer in the "Popular Educator."

"There is nothing that will so gladden the hearts of children as the little things that grow out of the soil and descend from the skies and gather from far-off places and times.

"Children would do things if they were shown how, if a little time were taken to instruct them just how to fix the boxes or jars, to put in the plants and care for them. Much time is spent in the unproductive so-called nature study, but if we could only manage to develop the love of a flower in the heart of a child, no amount of knowledge could compare with the value of it.

"Schools begin in September and what is done must of course be for the inside instead of outside. Almost every child has a little plot of nasturtiums and he will



bring two or three of the plants, roots and all. The request to a room full of children will bring more nasturtiums than can be used.

"There is no lack of grape baskets, and if there are no large boys in the room, ask someone in the higher grades to fill the basket with good rich earth. To the handle of a basket tie a string and attach to a nail above the largest, sunniest window in the school room. In fact, there may be a series of baskets, one above the other, veritable hanging gardens, at least three in a window.

"Into these baskets have been put the nasturtiums, which have been well watered; they do not seem to know that they have been brought in from out of doors.

"I have done this for several falls and they soon become a mass of bloom, through all the intermediate shades of deep yellow into orange and from orange into maroon, deepening and lighting everywhere, in most perfect gradation and richest contrast of color. The whole scheme of yellows and browns and reds is more perfect than painter of pictures could devise.

"There were successive waves of color, as week succeeded week; they flooded the children with delight, and overflowed the somber days with a beauty, not dependent upon sunlight or even upon sunny moods of mind.

"The children were encouraged to try the same thing at home, and out of thirty children, twenty-three of them had baskets of blooms at Christmas time, in their own homes. The nasturtium is a stalwart, sturdy plant, and does not have to be pampered and humored as do many house plants.

"The plants, besides, furnished dainty wee bouquets for a sick child, all the more valued because they came from his companions, and they gave up their beauty to render the drawing lesson more attractive.

"The children learned the care of the plant, its needs and habits; it was the first object of attention in the morning, and the constant comradeship of its presence was invaluable."

Regarding the surroundings of rural schools, State Supt. Charles R. Skinner, of New York, writes as follows:—

"Millions of school children, throughout this country, are seeking education under the most wretched conditions, in miserable buildings, poorly equipped, with no playgrounds but the fenceless yard, the highway or the hillside, where the thrifty farmers' cattle wander at will. If we expect our children to live the beautiful and love the beautiful, we must surround them with beautiful influences in home and school. A child is educated by every influence with which he comes in contact; is being changed for better or for worse every moment of his life. I pity the man who has no pleasant recollections of his school days; and how can he have such happy memories if his school life is associated in his mind with a tumble-down building, a barren school room, and constant contention to preserve the school playgrounds from the encroachments of animals and tramps?

"It is in the power of teachers and friends of education to change these conditions—will they do it? A movement is already under way and this association of educators should encourage and co-operate in this reform. Parents and patrons should be stimulated to properly fence and improve the school grounds, and the children should be encouraged to feel that these grounds belong to them, that they may have an opportunity to make them what they should be. If this is done we shall find that we have taken an important step toward giving the principles, taught inside the school house, an opportunity for expression in the life of the child.

"When we talk of enriching courses of study, let us not forget how much of life's course of study is furnished by environment, and that its enrichment makes possible nobler tests and more refined ideals. Ruskin has said: 'What we like determines what we are, and is a sign of what we are; and to teach taste is inevitably to form character.'

"School grounds may be made beautiful without restricting free play, and the work may be so done as to bring rich returns to hand, head, and heart. School authorities, farmers, fathers, and particularly mothers, should be interested in this cause. The school

grounds should be well fenced and suitably graded. In the decoration there should be a definite and well-considered plan. 'School-ground committees' of girls and boys should be selected to care for the yards during the hot, dry vacation months in order that the work of the springtime and early summer may not be wasted.

"The public school aims at a development of all the faculties, with the ultimate purpose of leading to better citizenship and nobler character. It must not, therefore, neglect any opportunity for broadening the experience upon which to build the essentials for a complete life. It is in helping nature that the child feels the influence which makes for his greatest good. If we can educate a child to love a flower or care for a tree, we have helped to lay the foundation of character."

#### XI.—NATURE STUDY.

The importance of Nature Study has now been fairly well accepted by the teaching profession. Nature Study should start by making pupils interested in the commonest things in their environment. It is safe to say that too often the instruction given to young children pertains to matters far away from their surroundings. Were it not for traditions, a teacher would naturally instruct children in the plants and animals of the fields and forests. To teach in the elementary schools what is simply taken up in college or university is not sound in principle. The old academic methods are out of place with young children. Professor Payne says "The greatest achievement of modern education is the gradation and correlation of schools, whereby the ladder of learning is let down from the University to secondary schools and from these to the schools of the people."

It is difficult to have many persons believe that education can be given apart from books. If we start a child with a book, we take him away from the world in which he lives. One purpose of Nature Study is to make the child acquainted with the conditions that meet him on every side. The child should not feel that on going to school he is entering a different world from the one he experienced at home. In this connection it will not be out of place to quote a portion of an article on Nature Study by Professor L. H. Bailey of Cornell University:

"It is not strange when considered historically that this is so, for education was at first aristocratic, and common-day problems were not within its purpose. Education was an accessory, or a supplement, or a culture. As education has become democratic, the old methods have still been employed, so that the type of instruction in the schools of to-day is largely a reflection of the old academic practices and ideals. The opposing point of view is gradually establishing itself in the introduction of the kindergarten, manual training, science teaching, and other innovations. It is strange how long it has taken for the ideals of Pestalozzi, Froebel, and the other great reformers to enter into our school practices. Even yet, the old Greek ideals that are supposed to lead to 'culture' and to 'learning' seem to dominate our work. Science teaching has done much to relieve us from the incubus of the old, but it has also imposed an incubus of its own. Its great fault has been that it has so strongly insisted on the importance of the subject matter, and has been so absorbed with the investigational phase that it has sometimes forgotten the child. It has tended to annihilate sympathy with nature in its passion for the discovery of fact; yet it is true that most persons need sympathy with nature more than mere knowledge of nature, if their education is to enable them better to live. Of course, the acquirement of knowledge and the growth of sympathy should go together, but it is a fact that they do not always thus go together. I fear that the dry-as-dust science teaching has driven many a youth from nature.

"Fundamentally, nature study is seeing what one looks at and drawing proper conclusions from what one sees, and thereby the learner comes into personal relation and sympathy with the object. It is not the teaching of science—not the systematic pursuit of a logical body of principles. Its object is to broaden the child's horizon, not, primarily, to teach him how to widen the boundaries of human knowledge. It is not the teaching of botany or entomology or geology, but of plants, insects, and fields. But many persons who are teaching under the name of nature study are merely teaching and interpreting elementary science.

"Again nature study is studying things and the reason of things. It is not reading from nature books. A child was asked if she had ever seen the great dipper. 'Oh, yes,' she replied; 'I saw it in my geography.' This is better than not to have seen it at all; but the proper place to have seen it is in the heavens. Nature readers may be of the greatest use if they are made incidental and secondary features of the instruction; but, however good they may be, their influence is pernicious if they are made to be primary agents. The child should first see the thing. It should then reason about the thing. Having a concrete impression, it may then go to the book to widen its knowledge and sympathies.

"Nature study is not merely teaching this or that. It is not merely the adding of more 'work' or of another 'exercise' or 'period' to the school. To lead the child to see and to know the things with which he comes daily into contact is nature study. It will at once be seen, therefore, that nature study is an attitude and a point of view, not a method or a system. The methods will be as various as the teachers. Here and there it will be overexploited and overmethodized; now and then the name will be dropped, and persons will say that the subject is dead or is passing away; but the essence of it can never pass away because it is fundamental to the best living.

"Nature study would not depreciate the value of the old line school subjects, least of all of literature and history and the other 'humanities,' but it would give these subjects their proper place in the school life. The child should first be interested and taught in terms of the common objects and phenomena; then it may be led out and on to every country and to every human interest. We should begin here, not yonder. Education should be essentially native and indigenous, not exotic. It should be expressed so fully in present day terms that it becomes an integral part of us, central to our lives, not an acquirement. Do not some institutions still turn out students with mediaeval types of thought?"

Nature study is receiving much attention in England. The following articles are from the last English report:—

"Perhaps the most noticeable feature in the courses of instruction during the last two years has been the increased attention given in most schools to Nature Study. The process of making acquaintance with external Nature is being made delightful and stimulating to the children, and while their capacity for exact observation is being developed they are being taught to take a pleasurable interest in every living thing around them. That interest in the green earth, and in its feathered and four-footed tenantry, which is seemingly instinctive in most children, is being fostered into a lifelong resource. It is pleasing to notice how many school plants are now grown for observation, and how the growth of the plants is observed and recorded from day to day, so that the children gain something of the pleasures of original investigation, simple though it be as yet. By collections of flowers—each child bringing his own specimen—carefully pressed, in large exercise books, the children's interests in the marvels and the beauty of the familiar wild flowers in their locality are being stimulated. In this respect it is interesting to notice that girls' schools excel. Nature diaries are kept by many scholars, and on the walls of many a rural school will be found recorded (this I have noticed now for many years at Pentrecelyn, near Ruthin) the most striking natural events observed by the scholars, the date, the name of the place, and the name of the scholar being mentioned. Many teachers possess a special knowledge of school gardening and a real interest in the subject, and one cannot too greatly admire the readiness with which many of them, often out of school hours, take their scholars to the school-house garden, there to tell them what he has learned and observed in his leisure hours."

"This is a new subject and differing from other subjects in its aims and objects and mode of treatment. Whereas other subjects appeal quite as much to the memory as to the intelligence of the pupils and are intended to add to their store of general information, nature study has for its main object the awakening and the cultivating of the child's powers of observation. In the ordinary curriculum of school work, the teacher leads the way, personally conducts his pupils to all new truths, permits no departure from his own



itinerary, and insists on the passive reception of, and unquestioning belief in, all his dogmas. In nature study, on the other hand, the pupils wander at their own sweet wills, follow their own bent, make discoveries on their own account, and only when bewildered and puzzled by the phenomena around them, replace themselves under the direct guidance and instruction of the teacher. Their difficulties removed, they again set forth to continue their personal converse with nature. Such, I conceive, should be the relative attitude of teacher and taught with respect to this subject, both in and out of school. But what do we find in too many schools? No discrimination in the methods employed, the subject made to stand in line with other subjects treated identically the same, and fed and nourished by copious readings from nature study readers. Lessons on subjects are often selected which cannot be locally illustrated, and are often chosen from text books which cannot possibly embrace every school environment within its covers. There hardly exists a rural school which is not surrounded by a rich variety of phenomena, growths, and animated life upon which children can bring their powers of observation to bear with radiant pleasure and delightful profit. These should be sought and studied, and not the stereotyped and hide-bound homilies, however eminent their authors and excellent their contents."

"Nature study, it must be remembered, has many functions to fulfil. In primary and secondary schools its mission is educational, to train the mind, the eye and the hand, and to serve as an introduction to science as such. In continuation and agricultural schools the aim is technical and utilitarian. It is well to maintain these distinctions, lest it should be imagined that some highly specialized form of instruction were advocated for the former schools, where it would be altogether mischievous and out of place. The lessons should be directed as much as possible towards living objects, to trace the life histories of plant, animal, or insect. As it has been feared that the scholars may be led to do irreparable harm by the wanton destruction of rare plants or birds for their school museums, it cannot be too strongly insisted upon that collecting for the sake of collecting is worthless, and one of the results to be looked for from nature study is a greater reverence for all living things. The proper way in which to study a plant or an insect is in its living state. This may easily be done by cultivating a few plants in boxes or pots, or by watching the development of insects in breeding cages. Simple experiments may also be performed, the apparatus for which can be inexpensively constructed out of the most ordinary material without any special skill in handicraft. The instruction may be given partly in school, partly through walks, and partly by the cultivation of flowers and vegetables in gardens attached to the school, where such are available. Plants and flowers should be studied objectively, and their structure explained. Their life and habits should be illustrated from plants grown in bottles, pots, and boxes, in water, sand, sterile or fertile soil. The effects on growth of light, air, warmth, and moisture should also be demonstrated. Lessons should in every case be appropriate to the season of the year, and neither teacher nor pupil ought to rely upon text books. Again and again the late Professor Huxley stated that, if instruction in the elements of natural and physical science were to be mere bookwork, it would be wiser not to attempt it. 'Unless what is taught,' he said, 'is based on actual observation and familiarity with facts, it is better left alone.' Every one is aware how much the teaching of botany has suffered hitherto from this defect. Children should be led to make their own investigations; they should be told as little as possible and made to discover as much as possible. In other words, the process of education should, as one of our profoundest thinkers has said, be largely one of self-instruction. Any piece of knowledge which the pupil has himself acquired, any problem which he has himself solved, becomes by virtue of the conquest much more thoroughly his than it could else be. 'Savoir par coeur n'est pas savoir.'

"That nature-study should occupy an honorable place in all education, hardly admits of question. Instruction of every kind has two values: its value as knowledge, and its value as mental discipline. 'We are all coming to be agreed,' as Matthew Arnold said in 1878, 'that an entire ignorance of the system of nature is as gross a defect in our

children's education as not to know that there was such a person as Charles the First.' And it is unnecessary to insist upon the importance of even an elementary knowledge of the principles of natural and physical science. As a mental discipline, nature study perhaps more than any subject trains and strengthens common sense. It stimulates the reflective faculties, for which books alone can effect little, but from which spring intelligence and judgment. It utilizes and guides aright that spontaneous education which begins with our earliest years, when the desire to investigate our surroundings is paramount. It has been truly said that man has a great deal of curiosity, but very bad eyes. The first business then of nature study is to teach the child to open his eyes and how to use them. Every teacher is familiar with the child's restless observation, which, instead of being checked or ignored, should be diligently ministered to. Those powers of observation should be systematically cultivated. We shall thus be laying the foundations of that process of acquiring knowledge on which all subsequent knowledge ought to be based, and shall be whetting the appetite for information in proportion as we encourage, and direct the natural tendencies of the mind. This is to make the acquirement of knowledge pleasurable, and is the secret of all successful teaching. It is the surest means of leading our scholars to continue through life that self-instruction in which we aided them as tiny children, and it will free us from the reproach of worshipping the symbols of knowledge rather than knowledge itself. 'If there is a more worthy aim for us than to be drudges,' Herbert Spencer tells us, 'if there are other uses in the things around us than their power to bring money—if there are higher faculties to be exercised than acquisitive and sensual ones—if the pleasure which poetry, and art, and science, and philosophy can bring are of any moment—then it is desirable that the instinctive inclination which every child shows to observe natural beauties, and investigate natural phenomena should be encouraged.'—John C. Medd, in *The School World*.

## XII.—COURSES OF STUDY.

The draft of proposed changes in the Public and High School courses of study has been before the profession since last April. Every opportunity has been given teachers, inspectors and other educationists to examine the curriculum, and to suggest any needed improvements in what is proposed. I deem it unnecessary to say that modifications of the courses of study now followed have become necessary. Apart from general educational progress, the conditions of our country and the changes in the conditions of society have rendered imperative a revision of the work prescribed for both High and Public Schools. The growth of democracy and the development of science have perhaps been the main factors in calling for a re-adjustment of school work. Doubtless the value of the training given in our schools does not depend so much upon the knowledge gained, as the habits which the pupils form. It is a fact, however, that there are differences in the educational value of the various subjects. It may be a debatable question, what knowledge is worth most. The branches of the school programme cannot be divided into "utilitarian" and "culture" departments. The education of no person should be one-sided, although what he is to follow will determine a great deal the work to be taken up in school.

In a country like Canada it is not easy to determine what pursuit in life the ordinary pupil will follow. Under these circumstances, I think it will be taken for granted that the knowledge early acquired should not be special, but general. The early part of a child's school life should, therefore, be taken up in gaining such information as everyone should have, and in having such habits cultivated as are important in every department of life. The desire to occupy a position of prominence is an ambition that may be laudable. The formation of high ideals is praise-worthy. "Hitch your waggon to a star" is a sentiment that the good teacher may employ with advantage. At the same time preparation for the work of after life should always be kept in view. To neglect what should be known by the farmer, mechanic, or merchant in the acquisition of what merely concerns the lawyer or doctor, is far from wise. Specialization should have very little place in the programme for our Public Schools.

In accordance with these principles, the proposed Public School course of study gives early prominence to reading, spelling, literature, composition, history, arithmetic, penmanship, physiology and hygiene, drawing and nature study. There is also an opportunity for the formation of a taste in elementary art, and such powers of construction and mechanical drawing as are begun in the kindergarten, and may be pursued with advantage in the various forms of the Public School. In connection with nature study, some elementary knowledge of many departments of elementary science may be gained. Indeed, it is safe to say that a child should gain some knowledge of the various natural phenomena that come within the range of his observation.

The course in the Fourth Form includes some elementary knowledge of book-keeping, as it is presumed every child should know something of how to keep accounts. This course in the subject should not, however, be confounded with that training in book-keeping prescribed in the High School course for those who are to take up mercantile pursuits. The economic changes which have given rise to the factory, and which I have discussed in another place, show that subjects which formerly were not taken up in school should now have a place in the programme. A great majority of children may be expected to contribute to the daily labour of the household, the farm, or the shop. Under these circumstances, household science, including cooking, sewing, laundry work, sanitation, etc., should be a leading part of every girl's training in a Public School. The concentration of population in cities has made it imperative that the manual training which the country boy obtains may be taken up as a course of study in urban schools. Household science and manual training should be limited to no class of students. To train the hand and the eye is valuable, and, therefore, the study from books should not absorb all a pupil's attention.

The proposed programme calls for new methods in teaching many of the subjects. More importance will be attached to the work of the teacher and the judgment of the inspector. I fear that our examination system, though productive of some good results, has too often minimized the value of the teacher's judgment, as well as the authority that should be exercised by the inspector. More freedom for a teacher will do good, and greater power for the inspector will be an advantage. The change in methods will be noticed, particularly in literature. There will follow more attention to reading, and the books of the school library will be more in demand. I fear our present High School Entrance examination does not encourage the study of literature, as literature should be taken up. Constructive work, it will be noticed, occupies considerable prominence in the Public School programme. This is fully in keeping with modern ideas of education. Power "to do" and judgment and taste in the operations will have a valuable effect upon the pupils in our Public Schools. The teacher will be required to pay much attention to the cultivation of right habits and temperance will be inculcated in the same way as other good habits, such as truthfulness and honesty. I may here add that the amount of work mentioned in the proposed curriculum appears larger than it really is, on account of being set out very much in detail.

In the High School course of study the fact is recognized that the essential subjects, or those which all pupils should know are given special prominence in the lower forms, that is in the Lower School. It has been my wish to have such a course of study prescribed for the High Schools as will answer the various classes of pupils enrolled therein. I fear that even at present the course for teachers too largely dominates. This should not be so, and I believe the new programme will serve to moderate what has been generally recognized as an evil. I do not say that the ambition of High School students to become teachers is not praiseworthy. No harm will arise, therefore, if the course of study in the lower forms as prescribed for teachers is substantially the same as that desirable for the masses of pupils. There is ample freedom given to High School Principals and Boards for giving greater attention to subjects which may be deemed specially advantageous to the locality.

"The crux of the whole subject lies in the conception of what education really is.



We all define it in theory to be a drawing out and developing of the powers of the mind; but in practice we seem to define it in the terms of the means that we employ. We have come to associate education with certain definite subjects, as if no other sets of subjects could be made the means of educating a mind. One by one, new subjects have forced themselves in as being proper means for educating. All the professions, natural science, mechanic arts, politics, and last of all agriculture, have contended for a place in educational systems, and have established themselves under protest. Now, any subject, when put into pedagogic form, is capable of being the means of educating a man. We are much in the habit of speaking of certain subjects as leading to 'culture,' but this is really all factitious, for 'culture' is the product only of efficient teaching, whatever the subject matter may be. So insistent have we been on the employing of 'culture studies' that we seem to have taken the means of education for the subject or result of education. What a man is, is more important than what he knows. Anything that appeals to a man's mind is capable of drawing out and training a man's mind; and is there any subject that does not appeal to some man's mind? The subject may be Sanscrit, literature, hydraulics, physics, electricity, or agriculture—all may be made the means whereby some men and women are educated."—Professor Bailey.

### XIII.—TRAINING FOR TEACHERS.

Ontario has held a unique position in its regulations pertaining to the training of teachers. The advantages of professional training are now well recognized in every civilized country. This Province, however, has attempted with fair success to demand professional training, as well as scholarship, from each teacher engaged in our High and Public Schools. In our County Model Schools, although the shortness of the session is to be regretted, a very good beginning is made by teachers in acquiring some elementary knowledge of pedagogy, including the science of education, psychology and practice in teaching. This work has been carried on at a comparatively low cost, and the experience of a quarter of a century has shown the wisdom of their establishment. Much can be said in favor of having a smaller number of Model Schools and having them better supported from Provincial and municipal funds. A dozen or fifteen well equipped schools in our largest cities and towns would probably answer the purposes better. The present regulations meet fairly well the pressing needs of many localities, and unless the Province is prepared for a considerably increased expenditure, it will be well to continue the present arrangement for the County Model Schools, with such improvements as may be readily carried out.

From representations made to me I was convinced that a session of five months at the Normal School was too short a time to give to professional work for those who desired to obtain Second Class certificates, provincial and permanent. By the lengthening of the session of the Normal Schools, the staff will be in a much better position than formerly to carry on the work of these institutions. The teachers in training will have better opportunities for practice in teaching, and, what is exceedingly desirable, there will be time for a review of the academic work, so far as concerns the Public Schools. The separation of the professional from the non-professional requirements for teachers' certificates has been generally regarded as sound in principle. Although preferable, there are some disadvantages in this arrangement. By means of a year's attendance at the Normal Schools there will be better opportunity of reviewing the academic work from a pedagogical point of view.

From various causes the attendance at the three Normal Schools is not as large this session as formerly. This condition is partly due to the lengthening of the Normal School sessions, which will only have a temporary effect. On this account a few students were admitted to the Normal Schools who had not the necessary experience as teachers. Our plan of having at least a year's experience from students before being admitted to the Normal School has worked well. The student with experience has a decided advantage over the one who has only Junior Leaving Standing. He has ac-

quired something upon which he can "build" with advantage. The value of some experience in teaching before attending a Normal School is recognized in several of the United States.

The attendance at the Normal College continues to be large. It not only furnishes a sufficient number of assistants for vacancies in the High Schools and Collegiate Institutes, but many of its graduates are employed now in Continuation Classes and in other Public Schools.

"The training of teachers is, from the character of the work, an exception, and for this reason the normal schools are the special care of the Board of Education. Massachusetts believes in the employment of trained teachers, and has provided liberally for this work. Nor can it be truly said that this liberality has been unappreciated. The number of pupils at present in the normal schools is 1,684,—a larger attendance than at any previous time; while the number admitted to the schools this year is greater, with one exception, than in any former year. The normal buildings are modern and finely equipped. As a whole, the schools are provided with adequate training facilities, and for this reason are able to do the best work. Attention is called to the fact that at the normal schools during the last year 6,498, or 46 per cent. of the whole number, had received normal instruction. The outcome must be better work and better conditions in all parts of the State.

"Except in the advanced classes at Bridgewater, there is little attempt to train teachers for high school work. In the judgment of the Board, it is wise to confine such work, so far as possible, to this one school. At Bridgewater the classes are sufficiently large to awaken interest, the traditions of the school favour this grade of work, and there is at hand a body of teachers trained especially in this service. In no other of the normal schools can this work be done to equal advantage. It would seem wise, therefore, if at any time there should be a greater demand for this kind of training, for the State to meet this demand by increasing the facilities at Bridgewater, rather than by building or aiding a new school.

"The training of teachers for the public schools, below the high school grade, is developing year by year, especially along professional lines. The opportunities for this work have increased of late with the better preparation of the entering classes. There is hope also that 'child study,' which has secured much attention for some years past in educational circles, will soon become a little less like the original earth, said to have been 'without form and void,' and so be an actual help in this work; or at least serve to convince those in training that the development of a child and not of a subject is the real end in teaching."—Massachusetts' Report.

#### XIV.—QUALIFICATIONS OF TEACHERS.

The qualifications of the teachers in our Public Schools will always be one of the most important subjects coming under the control of the Education Department. Valuable though fine buildings, library and apparatus may be, they can never make up for defects in the teacher's work. The present academic requirements for the lowest grade of Public School teachers do not meet modern demands. The courses prescribed in Science, part of which has been optional and part obligatory, are insufficient as a foundation for the kind of Nature Study work called for by present day educational ideals. The work in drawing and art is also unsatisfactory in both character and extent. Although the outlines of the courses of study in the other subjects are on the whole satisfactory, the academic attainments of the students in these subjects on entering the County Model Schools and Normal Schools are inadequate for the technical requirements of the Public School teacher. This defect is not confined to any one department, nor is it a characteristic of only a few students. My opinion on this subject is confirmed by the practically universal testimony of training teachers and inspectors. Apart from the present requirements for kindergartens, no qualifications are

demanded of the teacher which will enable him to utilize the constructive abilities of the child. This defect, however, I need not emphasize, in connection with the academic attainments, for it must be supplied for many years to come in the training schools of the Province.

To remedy these evils and to bring our Public Schools into line with educational progress in other progressive countries, I should urge the following changes :

(1) The standard for pass in all departments should be raised. About the necessity for this change, in the lowest grade in particular, there can be no possible doubt.

(2) A re-adjustment of the courses for teachers' certificates, involving the following changes :

(a) A full course in the natural and physical sciences should be prescribed for the Public School teachers' junior (Junior Leaving) examination. It is also desirable that this course should be made obligatory and not optional. Nature Study work to be worthy of the name must be based on a fairly comprehensive and thorough knowledge of elementary science, and if a proper course of this kind is to be adopted, it follows that all Public School teachers must have a fair minimum acquaintance with the sciences.

(b) A more extended and thorough course in drawing and art should also be made obligatory. This course bears the same relation to the color and art work in the Public School curriculum as elementary science bears to nature study, and is equally indispensable. It is well also to remember in this connection that while with a year's course in the Normal Schools something may be now done there to make up for defects in the training provided in the High Schools, it is manifestly impossible to expect supplementary instruction in the Model Schools as they are constituted, or as they can be constituted for years to come. The work should be done in the High Schools.

I believe the changes mentioned above can be made only by omitting some of the subjects now required at the Junior Leaving examination. I come to this conclusion for the following reasons :

(1) To increase the number of subjects by the indispensable additions noted above and at the same time to raise the examination standard in all subjects would add at least from one to two years to the time now required for preparation. It must be evident that from the time at the disposal of most of the candidates, public opinion would not at present support this course, however justifiable it may be on professional grounds.

(2) The supply of teachers would in two or three years become altogether insufficient. Even under present conditions the number entering the profession has for several years been on the decrease, and owing chiefly to the lowness of the present salaries, and the inducements in other callings on account of the general prosperity of the Province, the number preparing for teachers' certificates in the High Schools is now much smaller than it was some years ago. The average number attending the County Model Schools in 1890-1895 was 1,534, while from 1896-1902 it was only 1,287, being in 1902, 1,171, and as matters stand it is certain to continue decreasing, and, further, there are ample grounds for believing that in a considerable number of the counties at the present time there is a marked scarcity of teachers—a scarcity which will in the immediate future become still greater on the expiration of the Third Class certificates granted on the old primary standing. I am sorry also to add that the scarcity of teachers unavoidably leads to the lowering of the general standard by an increase in the number of temporary certificates. As a result, for example, of the increasing scarcity of teachers since 1895, the number of temporary certificates has been raised from 46 in 1896 to 307 in 1902. There is also a lowering of the standard which comes from issuing District certificates at the request of County Boards.

I believe a higher standard is urgently needed, and if the standard is to be raised in the subjects absolutely necessary to the Public School teachers, it is evident, therefore, that the curriculum must be narrowed at other points. No compromise will secure the desired result, and in this matter the interests of the Public Schools must be paramount. What subjects, then, should be omitted for the lowest grade of certificates? Manifestly those which bear least directly upon the Public School teacher's work and



which have under the prevailing conditions least influence on his general culture. The subjects now prescribed, which are of least direct advantage to the teacher are obligatory Latin and the optional languages (Greek, French and German). The evidence from teachers, inspectors, and students goes to show that more time is now devoted to Latin in particular than to any other subject required for the examination. I am justified in saying, from the opinions I have received, that from one-fourth to one-third of the students' time—more, indeed, during the year of the examination—has for years been given to Latin in the High Schools. So far as can be judged by the results of the training given in Latin, the value of the subject to Public School teachers is not at all commensurate with this large expenditure of time.

The lowest grade teachers are never required to teach Latin, and the study of the subject as usually pursued by them at present, not only has little disciplinary value, but is in reality prejudicial to classical education in the High Schools. A recent return to the Education Department shows that of the candidates at the last Junior Leaving examination 18½ per cent. had studied Latin only one year or less, and about 28 per cent. of the remainder, less than two years, and that the average time spent by all the candidates in Latin was less than 2½ years. This condition means, of course, that in most of the Latin classes in the Province, there are a number of pupils who have begun the subject late and who desire to be possessed of just enough Latin to pass for a teacher's certificate.

With such students this work is simply a cram, and the work in the other subjects is also, as a consequence, of the same character. Under these circumstances, the study of Latin cannot but be distasteful to those who especially profit by it under suitable conditions, while the training which the others receive is from the very nature of the case of comparatively little value. For the very large majority of such students, the work in Latin, it must be remembered, stops at this point. I believe no educationist who knows the situation can hold that the training such students obtain justifies the time spent upon it by the lowest grade of Public School teachers. The only effective remedy for this condition of affairs would be to raise the standard of the examination. This, however, as I have shown, could not be done without such a decrease in the number of teachers as would in a few years leave very many of our Public Schools without teachers, or with teachers holding temporary, extended, or District certificates.

To meet the cases of candidates for Junior Leaving Standing, who have in view higher certificates, or who purpose remaining longer at the High School, it is proposed that Latin should be prescribed as a bonus for the examination. Candidates who make 50 per cent. on the subject will have the marks thus obtained added in determining the aggregate. The exaction of 50 per cent. is necessary, in order to prevent superficial work. To allow also Greek, French and German to be taken as bonus subjects, could not, I think, be defended. If these languages were also allowed to count at the examination, it would be most embarrassing in the classification of pupils in the smaller High Schools especially, which have suffered in many respects by a multiplicity of options. Latin is generally recognized to be far superior as a disciplinary subject, to either of the modern languages, and, therefore, neither French nor German is entitled to the same recognition. For Senior Leaving candidates Latin should be obligatory. First Class teachers should undoubtedly have some training in Latin. Options will be allowed also at the Senior Leaving examinations, between science and one or more of the other languages. First Class teachers, it will be readily admitted, should have some breadth of culture, in view of the important positions in the schools for which they are legally qualified.

The importance of what I have discussed will appear from present conditions. Of the 9,367 Public School teachers in this Province, 5,963 are teachers of rural schools. The rural schools are the ones which are most affected by the courses prescribed. The large majority of country teachers hold the lowest grade of certificate. I deem the needs of the rural schools call for reforms in both the non-professional and professional

requirements. It is manifestly impossible, under present circumstances to secure for Second Class teachers adequate culture in the classical or modern languages. It must be remembered that "We are dealing with conditions and not with theories." Should conditions change in the course of five or six years, a reconsideration of the question would be necessary.

I am aware that some persons urge that the "Latin question" is best settled by allowing options. With this view I cannot agree. For the Junior Leaving examination there should be a fixed course with a high standard and the subjects best needed for Second Class teachers and only such subjects should be prescribed. Whatever arguments may be used for making Latin obligatory, those who favour an option between it and science have, I think, no case. A good course in science is necessary, in view of what the teachers in our elementary schools are required to teach. To relieve them from science, if they take Latin, cannot be defended. To allow an option between a language and science for the teachers in our elementary schools is about as indefensible, as to allow a choice between civil polity and arithmetic. In the opinion of many persons, specialization is begun too early at our universities. What argument can be used to defend specialization in the requirements for the lowest grade of teachers' certificates? It has also been urged that if a smaller amount of Latin were prescribed, the difficulties would be removed. I have no hesitation in saying that this would only encourage superficial work, and unwisely induce students to take up Latin who will not become teachers and who will probably attend the High School only a year or two.

#### XV.—THE POSITION OF LATIN.

In the Grammar Schools, as the High Schools were formerly called, Latin was an obligatory subject for both boys and girls. The Rev. Dr. Ryerson became convinced that if our Secondary Schools were to be properly supported by the ratepayers, they must in their course of study be adapted to suit modern requirements. Unlike the conditions in Germany, and in most European countries, pupils in Ontario are trained in the same Public and High Schools, irrespective of the professions or callings which they are eventually to follow.

The recognition of these facts had much to do in settling the provisions made by the High Schools Act of 1871. Latin then became an optional subject, and by the adoption of courses of study, wider in range, the High Schools very soon improved in efficiency and popularity. It will be readily admitted that the study of the languages since the year mentioned has not been neglected and the number of matriculants has largely increased. In the United States, although Latin is optional in the High Schools, the number taking the subject has also increased.

In the proposed High School course of study, Latin remains optional. In this respect there is no change from what has been the practice since 1871, when our Secondary Schools were reorganized. At one time Latin was optional for first-class teachers. For many years it has been obligatory, and in the proposed courses of study, it will continue to be obligatory. Latin will, as all along, be required for Matriculation and for entrance to the professions. The subject will not be obligatory for Junior Leaving candidates, but it may be taken as a bonus subject. Provided a candidate makes at least fifty per cent. on the subject, the marks awarded will be counted in making the required sixty per cent. on the aggregate. In this respect a change has been made, and I deemed it necessary to announce the fact and the policy of the Department on the question before the schools opened last September. The propriety of making this announcement is evident since pupils enrolled in September usually shape their courses for the examinations two or three years in advance. The settlement of the Latin question could not in the interests of the schools be deferred. Decision was arrived at only after Inspectors and Teachers and a large committee of the Provincial Educational Association were heard on the matter.

It has been urged, and with much cogency, that of the subjects now prescribed, those which have the most direct bearing upon the teacher's future work in the Public Schools, such as English, Mathematics and Science, suffer from an excessive expenditure of time upon other subjects—notably the foreign languages, which even if mastered, and this mastery is far from being attained, bear but slightly upon the Public School course.

The lowest grade teachers are not required to teach these languages and their study, as usually pursued, has not only little disciplinary value, but is in reality prejudicial to language teaching in our High Schools. Recent returns to my Department show that a very large number of candidates for the Junior Leaving examination spent one year or less upon foreign languages, and that the average time spent upon these subjects was far too short to acquire any substantial knowledge of them.

Latin is undoubtedly a subject of which the scholar should have some knowledge. Its value as a foundation for the study of the modern languages is unquestioned. To have the mastery of the English language, a knowledge of the classical languages is essential. There is no doubt as to the culture value of Latin. It should be remembered, however, that only a small proportion of the population will ever become learned. It would be folly to expect each teacher in our Public Schools to be a linguist. If Latin alone gives culture, we may despair of having a cultivated people. Perhaps there is nothing concerning which many persons talk so vaguely as upon this question of "culture." While I recognize as much as anyone the value of Latin in promoting general cultivation, I am not ready to admit that culture is necessarily dependent upon any one subject of the curriculum. The cultivated man is especially the one who has formed a high character, who has acquired some acquaintance with that store of knowledge which past generations have laid up, whose constructive imagination has been trained, and who is able to express himself orally, or in writing, with some accuracy and elegance.

Standards of education have varied much from time to time, and the ideal of general cultivation has, in consequence, been modified. Upon this point President Elliott of Harvard University expresses himself as follows:—

"Now, if cultivation were an unchanging ideal, the steady use of the conception as a permanent test of educational processes might be justified; but if the cultivated man of to-day is, or ought to be, a distinctly different creature from the cultivated man of a century ago, the ideal of cultivation cannot be appealed to as a standard without preliminary explanations and interpretations." Perhaps no educationist on this continent is more competent to speak on this question than President Elliott. Respecting science, the value of which some persons are slow to recognize, he says: "This recognition of science as pure knowledge and of the scientific method as the universal method of enquiry is the great addition made by the nineteenth century to the idea of culture. I need not say that within that century what we call science pure and applied has transformed the world as the scene of the human drama; and that it is this transformation which has compelled the recognition of natural science as a fundamental necessity in liberal education. The most convinced exponents and advocates of humanism now recognize that science is the 'paramount force of the modern as distinguished from the antique and mediæval spirit' (John Addington Symonds' *Culture*), and that an interpretation of humanism with science and of science with humanism is the condition of the highest culture." In connection with the value of linguistic training, the same distinguished educationist expresses himself as follows: "The conditions of the educated world have, however, changed so profoundly since the revival of learning in Italy that our inherited ideas, concerning training in language and literature have required large modifications. In the year 1400 it might have been said with truth that there was but one language of scholars—the Latin, and but two great literatures—the Hebrew and the Greek. Since that time, however, other great literatures have arisen—the Italian, Spanish, French, German, and above all the English, which has become incomparably



the most extensive and various and the noblest of literatures. Under these circumstances it is impossible to maintain that a knowledge of any particular literature is indispensable to culture. . . . It has been my object to point out that our conception of the type of cultivated man has been greatly enlarged, and on the whole exalted by observation of the experience of mankind, during the last 100 years. Let us as teachers accept no single element or kind of culture as the one essential. Let us remember that the best fruits of real culture are an open mind, broad sympathies, and respect for all the diverse achievements of the human intellect at whatever stage of development they may actually be—the stage of fresh discovery, or bold exploration, or complete conquest. Let us remember that the moral elements of the new education are individual choice of studies and career among a great new variety of studies and careers, early responsibilities accompanying the freedom of choice, love of truth now that truth may be directly sought through rational enquiry, and an omnipresent sense of social obligation. These moral elements are so strong that the new forms of culture are likely to prove themselves quite as productive of morality, high-mindedness and idealism as the old."

I think every teacher in our Public Schools should have a fair knowledge of the English language and literature. The present requirements in English are too low. More work should be prescribed and a higher standard exacted. If the time now expended in Latin were taken up with English, Second Class teachers would be better prepared to teach English in the Public Schools. The value of good training in English cannot be over-estimated. In a recent work on the "Teaching of English," published by Longmans, the following views are expressed by the author:

"The result of any such attempt to look at the matter fairly must, I think, in the present state of modern civilization, lead us to see that the burden of proof may justly be laid on the classicists, and they may be asked to show how and why it is that we retain a dead language for purposes of linguistic training and neglect our own language. The first and obvious reply of the classicists to this general argument would be one drawn from experience. Whatever theory may seem to show us, it is undoubtedly true that the apparently roundabout method has been successful. For centuries each nation has been trained in its native tongue by the study of Latin. Has a nation ever been so well trained through its own language? Such an argument, we may reply, would have been some years ago almost unanswerable, though a keen mind might always have suspected that experience, as in so many matters of science, was used to support a monstrous waste of force. Recent experience, however, counts against the classicists. It has been proved that each modern language is, to those who speak it, an excellent instrument for linguistic training. Especially is this true in certain parts of the field of instruction in English. Within twenty years methods of teaching English composition have been put in practice which lead a majority of those interested in education to believe it an exceedingly valuable linguistic discipline, and within ten years certain American schools have been securing equally important results from the teaching of English literature. Half a century more and we may be able to meet the classicists not only on the ground of pure theory, where their case is weakest, but also on the ground of national experience.

"To sum up in a few words, then, the line of thought expressed in the chapter up to this point, we may say: (1) The rightful claim of Latin to be considered as the pre-eminent language of the educated classes in Europe was broken down in the sixteenth and seventeenth centuries, and completely overthrown in the eighteenth; and, similarly, the exclusive claims of Latin to be accepted as the most valuable and one indispensable instrument of secondary instruction have been gradually weakened, during the eighteenth and nineteenth centuries, by the increasing value set on the study of mathematics, the natural sciences, history and the modern languages. (2) It has become more and more evident, from the educational experience of the last twenty-five years, that much of the good effect secured through Latin as a cultural study may also be

secured through the use of history and of literature in the modern languages. (3) While the rivals of Latin—and especially history and the literature of the native tongue—have been thus encroaching upon the reputation it had long held as an educational medium, it has become less and less certain that Latin could hold its reputation even in the field where it has usually been regarded as supreme, as an instrument for linguistic discipline. In particular, modern methods in English composition seem to show that this is, in proper hands, an extraordinarily effective instrument. There is a somewhat widespread feeling, moreover, that the study of English grammar, particularly on the historical side, and of the earlier forms of the language, may be so systematized as to yield as remarkable results as has the recently systematized study of English composition."

Inspectors and teachers are not alone in Ontario in urging that the study of the classics should not be taken up by those who are not likely to continue the subject for any length of time. The following opinion is taken from the Massachusetts Report:

"The secret of good school work is to have the pupils feel an interest and a purpose, and a capable teacher can accomplish this in one course as well as another; but it cannot be done by belittling all courses except the classical, and by manifesting to pupils a feeling of humiliation at being obliged to teach them. Indeed, it is the pupil who is taking a classical course, with no intention of continuing his studies beyond the High School, that generally has neither interest nor purpose, and is generally likely to become an idler; and many a good student has been spoiled or driven out of school by having been unwisely led into taking classical studies. I would not be understood as arguing against such studies for those who want them; they have an undoubted educational and intellectual value. The college-fitting course is well enough if it is supplemented by the college; otherwise, it is generally a decapitated education that too often makes for ignorance; it is apt to cultivate in the pupil the narrow notion that languages are about the only things worth learning, and it not infrequently educated the pupils out of sympathy with nature."

It is interesting in this connection to notice the views of the late W. E. Gladstone regarding the advantages of a classical education, and to observe that such a distinguished classical scholar as that famous statesman recognizes a proper limitation as to the classes of pupils who should study the Latin and Greek languages. In Morley's life of the great statesman and scholar, we have on page 648, volume II, Gladstone's words on the question of a classical training:

"It must, of course, be kept within its proper place, and duly limited as to things and persons. It can only apply in full to that small proportion of the youth of any country, who are to become, in the fullest sense, educated men. It involves no extravagant or inconvenient assumption respecting those who are to be educated for trades and professions in which the necessities of specific training must limit general culture. It leaves open every question turning upon individual aptitudes and inaptitudes, and by no means requires that boys without a capacity for imbibing any of the spirit of classical culture are still to be mechanically plied with the instruments of it after their unfitness has become manifest. But it lays down the rule of education for those who have no internal and no external disqualification; and that rule, becoming a fixed and central point in the system, becomes also the point around which all others may be grouped."

## XVI.—MANUAL TRAINING AND TECHNICAL INSTRUCTION.

Considerable progress has been made during the year in the formation of Manual Training and Technical Classes in connection with various Public Schools and Collegiate Institutes throughout the Province, and the interest in these newer and more practical studies, noted in my last report, has been well maintained and continues to grow more rapidly than might reasonably have been expected.

Five new schools have been opened, and many other places, notably Galt, Peterborough, Owen Sound, Waterdown, Stony Creek, Amherstburg and Chatham are giv-



ing earnest consideration to the matter with a view to its early introduction.

If this rate of progress be maintained, the prediction made last year that "it is not improbable that before long in every large centre of population in Ontario there will be found provision for giving instruction in the knowledge and principles of the sciences and their application to industrial enterprise" will soon become an accomplished fact.

The aid granted by the Legislature has been much appreciated and has had a great deal to do with stimulating the growth and progress of these schools, which have now become a recognized part of every educational system in the world.

Schools and classes are now established in the following towns and cities:—Ottawa (8), Toronto (6), Kingston, Stratford, Brantford, Woodstock, Renfrew, Cobourg, Berlin, Essex, Guelph, Brockville, London, Ingersoll and Hamilton, giving a total of 27 rooms efficiently equipped for elementary and advanced woodwork.

Accommodation is thus provided for 580 students to take practical bench work at any one time, and the total number registered throughout the Province is 4,500 and these receive instruction in periods varying from one to four hours per week.

Not only has the increase in the number of centres been gratifying, but the progress in the character and scope of the work undertaken has been still more encouraging. Now that a solid foundation has been laid it is becoming much more advanced, and is developing from purely Manual Instruction to what may be more properly called Technical Education directly applicable to trade and industry. The proper and logical course has thus been followed, for it would have been a useless waste of time, effort and money to have attempted the higher branches of Technical Instruction unless there was a sound, practical education to begin with and simple folly to attempt to raise a superstructure unless there was a good foundation.

Wood and metal turning lathes, driven by foot and power (electric motors and gas engines), forges, drills, jig saws and other machinery for advanced metal working are installed in Kingston, Brantford, Stratford, London, Berlin and Toronto.

In each centre the instruction given has special reference to the industrial requirements of the district and cannot fail to have a material influence on its development.

Perhaps the latest development is being made in the town of Berlin, where an excellently designed building, to cost \$25,000, exclusive of equipment, is nearing completion. This erection, which is attached to the High School, is intended to be used for the purpose of giving instruction in advanced technical subjects as well as educational Manual Training, and the equipment and plans proposed bid fair to render it a decided acquisition to the educational institutions of the Province.

A three years' purely technical course has been established in connection with the Collegiate Institutes at Kingston and Brantford and is doing work which cannot fail to have a material influence upon the industrial life of those communities. The work of these courses is entirely distinct in aim and purpose from those of the ordinary academic course and is taken by those students who intend to devote themselves to industrial life. The larger Collegiate Institutes of the Province might with considerable advantage devote some attention to the development of this feature. The teachers engaged in advanced work are looking ahead. Five of them spent their summer vacation in taking advanced courses in advanced Metal work in some of the best technical schools in the States, thus equipping themselves for the higher branches.

Not only is this advanced work receiving attention and recognition, but practical instruction is being given, in the lower forms of the Public Schools, in elementary mechanical drawing, cardboard work, clay modelling and basketry, with the idea of developing accuracy, individuality, ingenuity and skill, upon which can be built sound Manual Instruction and real Technical Training.

The best example of completeness in this respect is that afforded by the town of Brockville, which has a well organized course of practical work, from the kindergarten to the termination of the boy's Public School life.



The Ottawa School Board has appointed a teacher whose work is entirely devoted to what may be called elementary or preliminary Manual Training.

Classes for Public School teachers have been organized in Ottawa, Toronto, Stratford, Brockville and Cobourg, and the teachers of the Province generally are rising to the occasion and seriously equipping themselves for the newer studies.

The Macdonald Fund, which has done a useful and admirable work, expired in June last and presented equipments to the different municipalities where the work was carried on under its auspices. In all sixteen equipments were thus donated to the authorities in Ottawa, Toronto, Brockville and Brantford. The Education Department has now full control of the whole field in the Province and is devoting its energies to its further development.

An efficient equipment has been placed in the Normal College at Hamilton, and this with the excellent facilities at the Normal Schools in London, Ottawa and Toronto (where new rooms have been erected and additional equipment installed) may reasonably be expected to do something towards supplying teachers capable of giving the necessary instruction.

The attention of the more progressive male teachers in the Province might well be directed towards equipping themselves for all branches of this work, as here is a field in which their services will be always in demand and high qualifications receive due recognition.

Throughout the whole Province the grade teachers are most sympathetic and are seeking to acquire a knowledge of the principles and practice of the work. In continuation of the practice followed in previous years a summer school was held at London Normal School. Manual Training was one of the leading subjects. Much good work was done and interest was aroused and intensified. It is gratifying to know that Manual Training is beginning to be looked upon, not as an isolated subject, but as one having an integral connection with school and home life, as it is only when treated in this way that it is capable of its highest achievement. Summer Schools can accomplish much in this direction and materially aid in securing the interest and co-operation of the grade teacher.

Great interest was aroused at the Dominion Exhibition by three rooms fitted up as Kindergarten, Household Science and Manual Training Class rooms with classes of boys and girls at work under the same conditions (as far as possible) as obtain in the Public Schools. This was managed by the Department and has done much to give an adequate idea of the place and purpose of the work in our educational system.

Altogether the progress of the movement may be considered as most encouraging and it is the intention of the Department to stimulate by every means in its power its further extension.

A complete report of the whole movement is given in the special report of the Inspector, which will appear in Part II. of this Report.

In previous Reports I quoted extensively from British and American writers regarding the value of Manual Training. The views of the distinguished Principal of the Ontario Normal School, Dr. J. A. McLellan, on the subject (its value and its limitations), as given recently in an address, are as follows:—

"The Education Department has at length made complete provision for Manual Training, including domestic science, in the Ontario Normal College. The practical equipment for this purpose is at least as good as any in the country. This new departure is plainly in the interest of the higher professional training of teachers. It has from time to time been intimated by some 'educators,' who are not in sympathy with the Ontario Normal College and the professional training of teachers, that the instruction given in the College is not sufficiently 'practical'; that too much attention is given to the psychology and philosophy of education. This has no foundation in fact. Though the O. N. C. has not had a practical department in manual training, etc., it has in its teaching emphasized the necessity of

Manual Training in a properly organized curriculum. In fact, the aim and spirit of all its work are given in its comprehensive motto, "Learn to do by Knowing and to Know by Doing." It is perhaps the only institution in this country, perhaps on this continent, that has constantly striven in theory and, as far as possible, in practice to act up to the spirit of its motto. This is as it should be; for through the O. N. C. men and women of the highest culture are now entering the teaching profession. These will be teachers in our High Schools and Collegiate Institutes and directors of the public school education of the country; that is, they will be the teachers and directors of our teachers. If, therefore, Manual Training and Domestic Science are to contribute their highest and richest effect in the education of our people, it seems clear that the O. N. C. ought to be in the vanguard of the movement. Teachers of the new 'studies,' Manual Training, etc., need professional training quite as much as teachers of purely academic studies.

"The institution attempts to take a rational view of the great problem of education as involving both psychological and sociological facts and principles. Our educational system is sometimes hastily condemned as having fallen far short of the promises of its administrators and the expectations of the public. To outsiders, listening to the crude criticisms of the system, and the unjust statements of its results, it must seem that the word failure written in capitals would properly describe it; and that the only way to improve it is to follow the absurd suggestion of Pestalozzi: 'Turn the car of human progress completely around and drive it in the opposite direction.' Than this sweeping condemnation nothing could be more unjust. The problem of education is the most intricate ever submitted to the heart and brain of man. The improvement of a national life by means of education is necessarily a slow and difficult process. The school is a complex organ, evolved by a complex organism, and evolution is never by leaps and bounds. If our educational system has not produced the best possible results, has not come up to the earnest expectations of its founders and administrators, it is chiefly (1) Because it has been unable to provide thoroughly qualified and accomplished teachers; and (2) Because in the organization of school curricula the whole man has not been taken into account; that is, the constructive activities of the human being and their relation to mental action, upon which all depends, intellectual, physical, moral, social, have not received anything like adequate recognition. A third reason might be mentioned, exaggerated criticism and unreasoning opposition on the part of its opponents, and perilous indifference to the education of their children, on the part of the people in general: an indifference which one fact alone is sufficient to prove, namely, the starvation salaries which are paid to teachers. The teacher cannot live by bread alone, but he cannot live without bread. Without efficient instruments, teachers strong of soul and strong of body, no system of education devised by the ingenuity of man can ever be successful. The school houses may be palaces; the curriculum may be revised, enriched, strengthened, may contain everything that is needed for an all-sided human culture—it will be as barren of good results as the most meagre curriculum, unless supplied with what John Stuart Mill calls the instruments indispensable to the success of any system of national education, (i. e.) properly trained, disciplined and cultured teachers. The renovated curriculum alone cannot, as some seem to think, be our salvation.

"The Ontario Normal College has always maintained, and it is likely always will maintain, that Manual Training in its true sense should form a real part in a curriculum of liberal education. There has been a mischievous divorce between brain and hand arising, no doubt from an unphilosophical dualism, not to say direct antagonism, between nature and man, things which cannot be put asunder in sound thinking.

"The defects in education which are the outcome of this one-sided conception of the nature of man, having at last made themselves felt, the cry is now for reform, and we have entered upon an era of reform. But what is the ideal of the reformers? Is it an ideal based upon a clear comprehension of the broad principles which underly individual and social progress? From present indications, that is, from text books, lectures by reformers,



etc., etc., it is to be feared that the history of educational reforms is to repeat itself. There is likely to be a quick passage from one error to the equally pernicious error of the opposite extreme. The gulf between hand and brain, between knowing and doing, between theory and practice, created by a false philosophy and reflected everywhere in social life, is likely to be maintained or even widened; and for the defects flowing from one partial view of education we shall have the equally grave defects flowing from another. Manual training, etc., is to be the life and soul of education. If, in the past, there has been too strong a tendency to exalt brain and culture, and to look askance at hand and labor, for the future, there will be too great a tendency to exalt hand work and look askance at brain work. The motto for the dawning era is to be, it would appear, 'Down Brain and Culture, Up Hand and Labor.' The policy of this 'reform,' like every policy based on but a fraction of the truth, is already doomed to failure. Is it impossible to close up the gulf between the two activities? Must we have our vision forever focussed upon one little facet of many sided truth? Can we not rise to a clear view of the larger truth that there is no antagonism between science and culture because there is no antagonism, but rather a correlation between hand and brain, between thought and action, between theory and practice, between the constructive activities and art? Are we to be forever guided by half-truth visions and so make exclusive brain training or exclusive hand-training our goal? The very name manual training is suggestive of the half-truth view, that is, suggestive of an entirely inadequate conception of the nature and process of education. Under this conception manual training, whether treated theoretically or practically, is regarded simply as another study introduced into an already crowded curriculum, and intended to supplement its deficiencies as being not practical.

"A pressing need of the hour is, therefore, a thorough revision of our conceptions of the relation between knowledge and action, between brain work and hand work, between culture and discipline, so that the special branches of the curriculum which deal with each shall reinforce each other, and make clearer and broader the general idea of education. This means the broad question of the relation between the scientific branches of the curriculum and those ordinarily classed under the head of the culture branches, especially history and literature; and this again is based upon the fundamental problem, What is the nature of the connection between the constructive activities and art?

"The arguments for the introduction and justification of manual training as a necessary part of a properly organized course of study, should be based on philosophical data as determined by a solution of the problems stated in the preceding paragraph. Instead of this, we have, as already said, reasons grounded on a very inadequate conception of the true nature and process of education. The course of study and instruction it is said is too intellectual; we must have more of the practical, something that smacks of work. It is too theoretical, depending altogether on books and book learning, and fails to prepare the child for making a living; we must have a more direct preparation for the actual struggle of life. It is too abstract and ideal and, therefore, without interest to the child; we must have a little sawing, hammering, nailing, baking and sewing in order to arouse interest and save the child from the horrible pit of disgust with school and study into which he must sink without this saving hand work. Now, it is better to have manual training introduced and defended upon these grounds than not to have it introduced at all. But one-sided truth leads to one-sided practice and meagre results. That manual training may win its proper place as a humanizing study in the new curriculum, and exercise the best possible influence on education both in itself and its relation to other studies, a broader view of the question founded on the psychology of the individual and of society, must be taken. These manual training studies as affording in themselves a partial but useful training must be treated as having an organic relation with the academic branches, mathematics, science, history, literature, and as being essential in a truly liberal education.

"Briefly, the basal reason both from the psychological and sociological point of view



for making these studies a vital part of the school work is this: they begin at the proper starting point as fixed by the constitution of the human being; they begin with the motor side of the innate tendencies towards expression, and towards the mastery of the environment. They reflect in fundamental and typical forms the means and processes by which man has won the mastery of himself and made possible his progress in civilization and social life. The child is at the outset almost entirely a motor being, a creature of impulse. He does not proceed from ideas to action, but from action to ideas. He is not even conscious of his sensations. His instinctive curiosity manifests itself in practical directions; that is, he pushes and pulls and tears and throws and strikes, etc., without having any idea of the end to be reached, or of the means by which it is reached. He is a Doer and not a Knower. His vague curiosity, or vague desire to know, is immediately manifested in something which he tries to do. A child is from the beginning an experimenter with things. It is only through the movements of his bodily organs, especially his hands, that he comes to know anything. No child is ever satisfied with any supposed knowledge about a thing until he has got it into his hands and tried to do something with it. A hat is a thing to be put on, a ball something to be thrown or rolled, a drawer something to be pulled out, a spoon and cup something to make a noise with, and so on indefinitely. He gets his first dim ideas by Doing; that is, from an impulsive action. The process of growth in his first stage is from action to knowledge; and as he matures, from knowledge to action. It is largely so with the adult; he is primarily a Doer, a Worker, and passes from the doing of things to the ideas which the doing expresses. Man may be defined as a being who works. His instructive working, first of all, leads to doing with a vague conception of the end in view, and a more or less conscious selection of the means by which the end is accomplished. This is a wise provision of nature. Neither the child nor primitive man is concerned in the first place with ideas as such. He is concerned with something far more important; how to provide food and shelter and clothing and safety from his enemies. 'This definition of man as a worker simply means, in other words, that life cannot maintain and continue itself except by a continuous making good of its own wastes and losses.' All life requires food. This food is used up in the various kinds of energy which accompany life. Unless, therefore, this exercise of energy serves to renew the food supply the man ceases to exist. This is true not only in the most literal and material sense but is equally true of the moral and social life. These considerations lift manual training studies entirely above the line of mere technical pursuits, and remove from them absolutely the reproach that they are not liberal because they aim only at preparation for certain trades. It is often argued as a strong reason against the introduction of manual training into the curriculum, that it is not the purpose of the public schools to make seamstresses, or cooks, or carpenters, or mechanics, or skilled workers of any class whatever, but rather to make good men and women, that is, good citizens. The objection would be unanswerable if this were the only ground upon which the teaching of these subjects can be urged. But if they represent the fundamental processes and instruments through which man as a social being has made himself what he is by the subordination of nature to human ends, they can at once claim a liberal meaning and a culture value for themselves; and more than this, they can claim to afford a basis for the correlation of the other branches of the school course—they can be the primary mode of rational instruction out of which the others differentiate. Manual training does not turn the school into a workshop, but it does make the school a better preparation for the workshop; and at the same time lays the foundation for the very best human culture. Man in following the instincts stimulated into activity by his environment which supplies food, shelter and clothing, which furnishes materials for defence and shelter, becomes conscious of himself as an end, and becomes possessed of the idea of making things and this forces means to achieve this end. He gets a certain amount of control over himself and over his environment. He clearly sees how he has been able to subordinate things and their forces to the life process.

He realizes the potency of ideas and ideals; he is becoming the minister and interpreter of nature, and nature is becoming his willing servant; this greatly accelerates the rate of progress, and by making it stand out as a distinct end takes it out of the region of accident into that of intelligent self-control; in other words, the most effective tool in subduing the environment is the idea of tools. It has been already said that manual training in the true sense of the word, intelligently taught as an organic part of the whole school course, may be correlated with science, mathematics, history and literature. This will be more fully shown in a later article.

For the present we must be satisfied with some brief remarks showing its bearing upon mathematics. Everybody knows, for example, the unsatisfactory results of the teaching of arithmetic, especially primary arithmetic, in the schools. An illustration of this we may quote a prominent public school inspector as stating that one-third of the time of the pupils in his inspectorate is spent in the study of arithmetic alone, and that after all they acquire very little practical knowledge of it and get very little discipline from the study. His remedy is to shorten the time spent on arithmetic, no matter what the consequences may be. It does not seem to occur to him that the barren result which causes him such vexation will be more barren, if possible, with a shorter period spent in the study. It might have occurred to him that there must be something radically wrong in the method of presenting the subject. The teaching of arithmetic is, like that of a good many other subjects, radically wrong in its first steps, and is, therefore, radically wrong throughout, and must be almost worthless in its results as discipline, and all but useless as a preparation for practical life. The cause for these regrettable results in arithmetic and other branches is that the methods are totally disconnected from the child's experience and, therefore, have little or no meaning for him. The maxims, 'We learn with what we have learned; we pass from the concrete to the abstract,' are no doubt perfectly valid. But what is this instrument of learning, the real nature of this 'What we have learned'? What is this concrete which is our starting point for the far goal of the abstract? It does not mean, what it is commonly believed to mean, to pass at a bound from concrete things actually before the child to the higher form of thought, the abstract, which is the result of development. It may be stated as a law from which there is no escape that all education worthy of the name is a process of remaking experience, enlarging, defining and enriching it. This is only another way of stating the first maxim. The concrete that we start from is that portion of the child's experience which bears upon the thing to be learned. The tool of learning—what he has learned—is really learned only when it is part of his own intelligent experience, in other words, the product of his own self activity. Otherwise there is no real learning.

'It is said 'use objects,' as if concrete objects meant concrete ideas of things. As said before the concrete we start from is what is already in the child's mind made from his own experience. This heaping together of shoe pegs, splints, and so on, and separating them into parts again, has no real significance for him. For, in fact, this shoe peg and splint business does not form any important part in human experience. Thus the number lessons not being based upon the child's own experiences, simple as these may be, can lead to no clear idea of the real nature of number; there is no evolution of that idea, because there is nothing to evolve it from. But there is something in his daily experience on which lessons in number may be based. He has had experience in measuring and weighing and counting and dividing into parts or in seeing others perform these operations for a definite purpose. And so, starting from these little experiences the teacher by rationally presenting the subject, can easily and with great interest to the child lead him to a working idea of number. Every lesson will be of vital interest to him because it appeals to his own experience and arouses self-activity; and, therefore, is full of meaning. And every successive phase in the development of number will have a truly educative influence for him as having its beginning, continuing and ending in his own self-activity. It will not require a third of a child's school life to acquire a practical facility in the use of number, while at the same time getting out of the study all its worth as discipline.



"At present the operations with number are a meaningless manipulation of meaningless symbols, or of meaningless 'things.' Now, manual training exercises, if wisely directed, that is, if the teacher has a clear conception of how and why Doing reacts on Knowing and Knowing on Doing, will 'Change all that.' It is quite impossible for the child to grasp, at the outset, abstract relations, that is, relations of a purely intellectual kind, or relations which exist between things as things. He cannot perceive relations—he simply perceives connected things. The power to pass at once from related objects to the conception of their relations is, as before said, a growth or development from his own practical experience. When he has set before him a practical end, that is, an end to be reached only by doing—by a series of connected acts with things—a large number of facts entirely separate as facts are brought together and unified. From this practical attention, this actual doing with things, this performance of separate acts leading up to a single end—is gradually developed the highest power of attention of which the human mind is capable. Manual training begins the development of the fundamental intellectual activity in the only normal way.

"Suppose a simple bit of carpentry, e.g., the making of a box, has to be done. The box is to be of a given size, of such a length, breadth and depth; there has to be preparation of the several pieces, each must be of a definite length, breadth and thickness. The foot rule or other scale of measurement must be used; a piece long enough for the two sides must be selected, also one for the top and bottom, one for the two ends; the piece for the two sides must be divided into two equal parts, for the two ends, etc. This means that number, the tool of measurement, is used in actual construction by the pupil himself. The vague idea of number—perhaps as mere counting—which he has derived from daily observation, grows in definiteness; and this rational idea of counting (relating) things grows into the true idea of number, the idea of ratio, which makes it an instrument for determining values in industrial life, for determining the materials and processes in scientific work, for facilitating the preparation, production and distribution of commodities which is the chief concern of human activity, in a word, which brings the world into subjection to man. With such actual experiences in number and number processes there is real concreteness; there is fixed in the number consciousness the true idea of number as measurement; the passage to the abstract is so easy as to be undiscerned. This method properly carried out, we shall hear no more of the ' vexation ' of multiplication, or of the incipient madness in fractions. The very fingers will know multiplication and fractions.

"It will be observed that this process of construction is not only the development of the number idea, but it exemplifies the fundamental law of the mind's action in passing from the concrete to the abstract; that is, in passing from some experience already realized to some new experience which it is desired to have. This is a primary law of mental action. First we have unconscious growth towards grouping or unifying facts, then conscious recognition of the classes and laws. In primary and secondary education, in all education, there must be acquired a certain expertness in using ideas and then a conscious investigation of the how and why of the operations.

"To sum up briefly, we are in favor of manual training because :—

"1. It begins right. It begins with the motor impulses and the tendencies to expression which are innate in the human being. From these spontaneous impulses to do, the learner passes to the ideas and relations which underly the doing. In these ideas the intellectual element reacts upon the practical—the doing—and the hand becomes more skilled as the brain becomes more cunning; that is, grasps more clearly ideas and more clearly conceives the end to be reached and the means of reaching it. This is in accordance with the universal law of progress. Art, or the practical doing of things, precedes formal knowledge, and primitive doing is not final. There comes a consciousness of the ideas underlying the primitive doing, and science is born—without which there would be no development of the industrial arts nor even of the so-called humanities.

"2. It continually calls into exercise the primary intellectual activity, that is, the one—



mode of action—the synthetic—analytic—which is common to all, alike to the most simple and to the most complex.

"3. It helps to realize the true idea of education as the remaking of experience, that is, making some experience already had by the learner the means of realizing a new experience in such a way as to develop self activity and self control, that is, character.

"4. It does this in the only effective way, namely, by having the child pass from action to idea from idea to action; and by constantly leading to the expression of his ideas, reaching the best results with the least waste of power. In book learning the child is too subservient to the mere handling of symbols. He never gets behind the symbol—to the intelligent grasp of the image or idea as a product of his own self activity. He is handling an unknown tool for an unknown purpose. In Manual Training both brain work and hand work are concerned. There is a constant interaction between the two activities till at last there emerges a perfect mental image of what the hand has been doing and how and why it is doing it. More than this from the accurate mental images which arise from this accurate hand working, there is ultimately formed the habit of accurate mental imagery; and thus there is put into possession of the young thinker an effective known tool for the accomplishment of a known end.

"5. It affords a sound basis, perhaps the only basis, for the philosophical correlation of the purely intellectual branches of the curriculum, science, history, mathematics, art, literature.

"6. Affording a sound basis for the correlation of studies, and from the beginning, training the primary activity of mind in the only way in which it can be rationally trained it develops increased power and facility for the attack and mastery of any other branch of the curriculum. Instead of asserting, therefore, that manual training is a subject of doubtful value introduced into an overcrowded curriculum, the real truth is that manual training is a practical subject—habits of right working leading to habits of right thinking—and, from its relations with the basal mental activity, it will prove a wonderful time-saver in regard to the other branches. It enriches the curriculum with what is an essential in the development of the individual as it was in the development of the race; and, therefore, practically shortens the curriculum while apparently enlarging it.

"7. Its value on the moral side of education can hardly be over estimated. The moral results of the present methods are very disappointing. The high purpose of education is, or should be, the socializing, that is humanizing, of the individual. The school workshop is a place where this socializing process is greatly facilitated. The social instinct is developed. All are interested in the work of one and one in the work of all. But more important still, the initiation of all into some of the fundamental and typical processes by which civilization had its beginning, by which it is maintained, by which it will be advanced, is necessary to the development of true human sympathy in all; that is, to the foundation and development of the ethical life of society, which, once more, should be the paramount aim of any educational system. The growing friction between those who labor with their hands and those who do not, would surely be lessened if all had at some time, in a free, liberal and educative way, participated in productive labors. To be real and effective, human sympathy, which is the basis of human character, and the prime necessity in the development of a higher quality of national life, must have a common background, and share in a common experience. It is hardly too much to say that our present industrial and social evils are ultimately traceable to defects in our educational teaching. Comparatively little is done to develop moral ideas, to foster the growth of broad and generous sympathies and to improve the quality of the moral life. As has been said, 'it is by education that the fundamental and most permanent adjustments of the individual in the social relations are effected; and so long as education tends to the divorce of individual power and social service, or of individual power and social interpretation, so long will society present a division into classes, one of which does the necessary work of life, but does it in a mechanical

and servile way because ignorant of the social meaning of that word ; while the other tends to monopolize the outcome of that work, its real worth and value, holding them a selfish gain or personal accomplishment.' The most fundamental and harmful division between the rich and the poor is that between the intellectually and artistically rich and poor. Society can stand for a long period an unequal division between classes as regards material wealth, but it cannot long endure a division which results in one class doing the productive work, but not sharing in the moral and social value of that work ; while another class appropriates the value, but renders back little or no social equivalent. Such a separation is immoral and presents a disintegrated, or disintegrating society.

"Manual training in its best sense then should form a part in every liberal education. The result would be better Knowledge, better Discipline, better Culture—the outcome of a clear idea of the organic unity between Science, the constructive Activities and the Humanities, History, Literature and Art. For Knowledge, Discipline, Culture, are not three things but one ; and this perfect unity of the educative process constitutes the perfect man ; Culture being the expression of the other two in a rich Service of Humanity—a service which has in it something of the Divine. Through such service we may attain to a vision of God :—

"'Gods fade, but God abides, and in the heart of man  
Speaks with the clear, unconquerable cry  
Of energies and hopes that cannot die ;  
We feel this sentient self the counterpart  
Of some self vaster than the star-girt sky ;  
Yea, though our utterance falter, though no art,  
By more than sign or symbol, can impart  
This faith of faiths that lifts our courage high,  
Yet are these human duties, human needs  
Love, charity, self-sacrifice, pure deeds,  
Tender affections, helpful service, war  
Waged against tyranny, fraud, suffering, crime,  
These ever strengthening with the strength of years,  
Exalt man higher than fabled angels are.'"

## XVII.—CONCLUSION.

The foregoing remarks refer to some of the questions which have engaged my attention during the year. Education is one of those subjects which continually call for development and progress. In other countries on this Continent, as well as in Europe, educationists are dealing with many problems demanding solution. It is too much to expect finality regarding matters that concern the home, the school and the state. I am afraid people do not yet fully realize the great field for usefulness open to the teacher. As the country prospers financially, we should look for a larger expenditure in various departments of education. History has taught us that to train the individual to live with his fellows in social purity, industrial peace and civic justice is the real work in the building of a nation. The training of the individual cannot be the work of any single generation. Our ideals of what Canada may become should be high, but we should see that measures necessary to secure our ideals are not overlooked. Our schools and colleges with limited resources have accomplished much. Much more may be accomplished if greater liberality is shown by the Province and the municipality.

For various matters of interest in education in Ontario, I must refer the reader to the statistical tables. The reports on technical education by the Inspector, and on Household Science by Mrs. Hoodless, the report of the School of Practical Science and that of the University, as given in Part II of this Report, will justify a careful perusal. During the year a Summer School in the interests of teachers was held at London, with

similar objects to that held the previous year in Toronto. I have in view for 1904 some plan by which even greater advantages may be secured by holding such classes. Many of our teachers, through lack of facilities, did not formerly receive training at the Normal Schools in Manual Training, Nature Study and Domestic Science. I believe it will be the part of wisdom to make up for this loss by having classes formed at suitable centres during the present year.

In order that the statistics for our High and Public Schools should be brought as soon as possible to the attention of the public, the Annual Report is divided into Parts I and II. The information given in Part II will consist of several valuable reports, together with statistics not available until after the close of the year. This portion of the Report will also be published at as early a date as possible. I have the honor to be, sir, your obedient servant,

RICHARD HARCOURT,

Minister of Education.

Education Department, Toronto, January, 1904.





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# APPENDICES.

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## APPENDIX A.—STATISTICAL TABLES.

## THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties, (including incorporated villages but not cities or towns) etc.	School popula- tion between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attend- ing school.	Boys	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Brant .....	3,926	7	3,082	....	3,089	1,654	1,435	1,661	54
2 Bruce.....	15,250	21	10,687	11	10,719	5,573	5,146	5,937	55
3 Carleton .....	7,741	15	6,648	6	6,669	3,489	3,180	3,283	49
4 Dufferin .....	5,715	22	4,573	....	4,595	2,434	2,161	2,092	46
5 Dundas .....	5,288	25	4,418	1	4,444	2,252	2,192	2,489	56
6 Durham .....	5,044	9	4,619	....	4,628	2,329	2,299	2,450	63
7 Elgin .....	7,463	13	6,120	....	6,133	3,177	2,956	3,298	54
8 Essex .....	10,479	19	6,715	....	6,734	3,456	3,278	3,491	52
9 Frontenac .....	7,100	40	5,682	4	5,726	3,012	2,714	2,409	42
10 Glengarry .....	4,975	21	3,982	1	4,004	2,109	1,895	1,801	45
11 Grey .....	15,446	49	13,184	11	13,244	6,909	6,385	6,431	48
12 Haldimand .....	4,627	11	3,729	....	3,740	1,956	1,784	2,363	63
13 Haliburton, N.E. Muskoka, S. Nip- issing and E. Parry Sound .....	5,479	89	4,769	....	4,858	2,513	2,345	2,310	47
14 Halton .....	4,430	2	3,341	....	3,343	1,744	1,599	1,799	54
15 Hastings .....	12,645	32	8,570	3	8,805	4,496	4,309	4,365	49
16 Huron .....	14,293	9	10,566	1	10,566	5,581	5,035	6,023	57
17 Kent .....	9,823	36	8,064	1	8,101	4,223	3,878	4,103	50
18 Lambton .....	11,330	11	9,264	1	9,276	4,805	4,471	5,182	56
19 Lanark .....	5,811	7	4,431	4	4,442	2,277	2,165	2,489	56
20 Leeds and Grenville .....	10,442	43	8,947	4	8,994	4,593	4,401	4,691	52
21 Lennox and Addington .....	5,320	4	4,258	1	4,259	2,207	2,052	2,184	51
22 Lincoln .....	4,092	31	3,675	....	3,706	1,917	1,789	1,918	52
23 Middlesex .....	11,454	20	9,072	2	9,094	4,666	4,428	5,249	57
24 Norfolk .....	7,000	36	5,766	2	5,766	2,922	2,834	2,817	49
25 Northumberland .....	7,308	12	5,800	1	5,813	3,026	2,787	3,054	52
26 Ontario .....	7,810	17	6,829	2	6,848	3,608	3,240	3,590	52
27 Oxford .....	8,698	6	6,927	9	6,942	3,590	3,352	3,758	54
28 Peel .....	5,162	6	3,934	....	3,940	2,127	1,813	1,996	51
29 Perth .....	9,339	16	6,417	4	6,437	3,442	2,995	3,736	58
30 Peterborough .....	6,878	19	5,296	1	5,316	2,721	2,595	2,659	50
31 Prescott and Russell .....	13,040	31	5,371	4	5,406	2,784	2,622	2,757	48
32 Prince Edward .....	3,390	13	2,715	....	2,728	1,391	1,337	1,896	51
33 Renfrew .....	12,075	19	7,562	6	7,687	3,889	3,698	3,271	43
34 Simcoe and W. Muskoka .....	18,140	46	15,315	3	15,364	8,118	7,246	7,739	50
35 Stormont .....	5,090	22	4,038	....	4,060	2,084	1,976	2,101	49
36 Victoria and S. E. Muskoka .....	8,303	28	6,822	2	6,852	3,563	3,289	3,281	48
37 Waterloo .....	7,536	14	5,603	1	5,618	2,993	2,625	3,534	63
38 Welland .....	6,035	29	5,275	....	5,304	2,689	2,615	2,756	52
39 Wellington .....	11,554	21	8,177	....	8,198	4,376	3,822	4,624	56
40 Wentworth .....	6,045	....	4,836	....	4,836	2,568	2,268	2,621	54
41 York .....	13,618	35	11,652	1	11,688	6,132	5,556	6,250	53
42 Rainy River, Thunder Bay, Algoma and Manitoulin, etc .....	10,171	46	8,055	10	8,111	4,117	3,994	4,136	51
43 N. Nipissing & W. Parry Sound .....	5,222	37	4,177	3	4,217	2,140	2,077	1,775	42
44 Moose Fort .....	50	....	46	....	46	16	30	19	41
Totals .....	360,637	985	279,153	98	280,236	145,618	134,618	145,608	52
Cities.									
1 Belleville .....	2,636	....	1,368	....	1,368	714	654	853	62
2 Brantford .....	3,402	....	2,558	....	2,558	1,287	1,271	1,874	73
3 Chatham .....	2,540	....	1,515	....	1,515	771	744	914	60
4 Guelph .....	3,394	....	1,747	....	1,747	853	894	1,289	74
5 Hamilton .....	14,080	....	8,144	....	8,144	4,101	4,043	6,106	75
6 Kingston .....	5,670	....	2,445	....	2,445	1,188	1,257	2,027	83
7 London .....	9,751	....	5,612	....	5,612	2,808	2,804	4,012	71
8 Ottawa .....	17,187	....	5,013	....	5,013	2,613	2,400	3,451	69
9 St. Catharines .....	3,035	....	1,523	....	1,523	742	781	1,006	66
10 St. Thomas .....	4,152	....	1,967	....	1,967	969	998	1,393	71
11 Stratford .....	2,688	....	1,509	....	1,509	785	724	1,066	71
12 Toronto .....	53,820	7	29,995	1	30,003	14,903	15,100	20,801	69
13 Windsor .....	3,974	....	1,786	....	1,786	914	872	1,209	68
14 Woodstock .....	1,700	....	1,586	....	1,586	793	793	1,105	70
Totals .....	128,029	7	66,768	1	66,776	33,441	33,336	47,106	71

## THE PUBLIC SCHOOLS.—Continued.

1.—Table A.—School Population, Attendance, etc.—Continued.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Alliston.....	600	.....	390	.....	390	196	194	214	55
2 Almonte.....	901	.....	391	.....	391	206	185	271	69
3 Amherstburg.....	607	.....	282	.....	282	159	123	193	69
4 Arnprior.....	976	.....	604	.....	604	282	322	431	71
5 Aurora.....	471	.....	341	.....	341	155	186	222	64
6 Aylmer.....	523	.....	419	.....	419	189	230	293	70
7 Barrie.....	1,634	.....	1,083	.....	1,083	530	553	626	58
8 Berlin.....	2,949	.....	1,487	.....	1,487	779	708	1,113	75
9 Blenheim.....	488	.....	396	.....	396	216	180	257	65
10 Bothwell.....	280	.....	220	.....	220	131	89	124	56
11 Bowmanville.....	978	.....	518	.....	518	258	260	339	65
12 Bracebridge.....	952	.....	721	.....	721	365	356	439	61
13 Brampton.....	850	.....	509	.....	509	267	242	387	76
14 Brockville.....	2,606	1	1,308	.....	1,309	632	677	911	70
15 Carleton Place.....	1,203	.....	853	.....	853	434	419	456	53
16 Clinton.....	515	.....	446	.....	446	229	217	316	71
17 Cobourg.....	1,117	.....	562	.....	562	271	291	385	68
18 Collingwood.....	1,858	.....	1,404	.....	1,404	695	709	937	67
19 Copper Cliff.....	765	.....	354	.....	354	159	195	211	60
20 Cornwall.....	1,902	.....	646	.....	646	331	315	475	73
21 Deseronto.....	1,004	2	651	.....	653	328	325	474	72
22 Dresden.....	577	.....	437	.....	437	200	237	268	61
23 Dundas.....	659	.....	527	.....	527	245	282	389	74
24 Dunnville.....	560	.....	410	.....	410	192	218	283	69
25 Durham.....	450	.....	437	3	440	212	228	270	60
26 Essex.....	375	.....	346	2	348	158	190	218	63
27 Forest.....	342	1	318	.....	319	145	174	218	68
28 Fort William.....	1,052	.....	625	.....	625	308	317	378	60
29 Galt.....	1,901	.....	1,364	.....	1,364	670	694	1,066	78
30 Gananoque.....	1,141	.....	755	.....	755	393	362	504	67
31 Goderich.....	961	.....	636	.....	636	296	340	457	72
32 Gore Bay.....	363	.....	275	3	278	129	149	139	50
33 Gravenhurst.....	854	.....	647	.....	647	338	309	360	56
34 Harriston.....	476	1	340	.....	341	182	159	235	69
35 Hawkesbury.....	1,229	.....	153	.....	153	84	69	91	59
36 Hespeier.....	686	.....	494	.....	494	239	255	312	63
37 Huntsville.....	632	.....	605	.....	605	317	288	330	55
38 Ingersoll.....	1,788	.....	740	.....	740	363	377	484	65
39 Kincardine.....	616	.....	383	.....	383	182	201	254	66
40 Kingsville.....	490	.....	421	.....	421	232	189	251	60
41 Leamington.....	730	.....	512	.....	512	249	263	337	66
42 Lindsay.....	1,800	.....	1,127	.....	1,127	559	568	794	70
43 Listowel.....	739	.....	592	.....	592	305	287	377	64
44 Little Current.....	270	.....	267	.....	267	120	147	162	61
45 Mattawa.....	458	.....	89	.....	89	52	37	50	56
46 Meaford.....	397	.....	390	.....	390	186	204	268	69
47 Midland.....	1,385	.....	985	.....	985	491	494	589	60
48 Milton.....	445	.....	377	.....	377	183	194	265	70
49 Mitchell.....	548	.....	397	.....	397	198	199	275	69
50 Mount Forest.....	554	.....	429	.....	429	244	185	302	70
51 Napanee.....	662	.....	563	.....	563	262	301	361	64
52 Newmarket.....	648	.....	443	.....	443	222	221	273	62
53 Niagara.....	221	.....	246	.....	246	128	118	132	54
54 Niagara Falls.....	1,156	.....	679	.....	679	363	316	499	73
55 North Bay.....	842	.....	504	.....	504	246	258	272	54
56 North Toronto.....	539	.....	548	.....	548	258	290	322	59
57 Oakville.....	482	.....	336	.....	336	171	165	204	61
58 Orangeville.....	975	.....	522	.....	522	234	288	352	67
59 Orillia.....	1,626	.....	957	.....	957	470	487	667	70
60 Oshawa.....	1,159	.....	789	.....	789	373	416	514	65
61 Owen Sound.....	2,275	.....	1,678	.....	1,678	818	860	1,098	65
62 Ploverton.....	597	.....	411	.....	411	210	201	264	64
63 Paris.....	897	.....	494	.....	494	250	244	348	70

## THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Concluded.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils	Percentage of average to total attendance.
64 Parkhill .....	378		222		222	113	109	157	71
65 Parry Sound .....	1,160		879	1	880	424	456	459	52
66 Pembroke .....	1,527		621		621	326	295	393	63
*67 Penetanguishene .....	830		620		620	327	293	361	58
68 Perth .....	1,008		524		524	264	260	364	69
69 Peterborough .....	2,605		1,605		1,605	807	798	1,098	68
70 Petrolea .....	1,077		816		816	404	412	497	61
71 Picton .....	776		588		588	331	257	373	63
72 Port Arthur .....	923		625		625	299	326	387	62
73 Port Hope .....	1,236		854		854	411	443	552	65
74 Prescott .....	813		410		410	197	213	287	70
75 Preston .....	619		369		369	190	179	246	67
76 Rat Portage .....	1,454		853		853	472	381	564	66
77 Renfrew .....	1,057		405		405	211	194	310	76
78 Ridgetown .....	602	3	460		463	232	231	288	62
79 St. Mary's .....	900		560		560	298	262	377	67
80 Sandwich .....	449		129		129	66	63	55	43
81 Sarnia .....	2,126		1,389		1,389	632	757	1,021	74
82 Sault Ste. Marie .....	1,670		1,372		1,372	730	642	784	57
83 Seaforth .....	643		268		268	139	129	219	82
84 Simcoe .....	672		463		463	241	222	263	57
85 Smith's Falls .....	1,100		1,110		1,110	535	575	764	69
86 Stayner .....	376		299		299	142	157	202	67
87 Strathroy .....	750		530		530	255	275	368	69
88 Sturgeon Falls .....	661		195		195	93	102	136	70
89 Sudbury .....	567		220		220	111	109	119	54
90 Thessalon .....	570		304		304	148	156	166	51
91 Thornbury .....	285		167		167	92	75	118	71
92 Thorold .....	609		303		303	154	149	177	58
93 Tillsonburg .....	499		457		457	231	226	296	65
94 Toronto Junction .....	1,989		1,507		1,507	750	757	913	61
95 Trenton .....	1,187		612		612	298	314	410	67
96 Uxbridge .....	495		383		383	188	195	240	63
97 Vankleekhill .....	620	1	206		207	117	90	137	66
98 Walkerton .....	772		462		462	229	233	321	69
99 Walkerville .....	500		285		285	161	124	165	58
100 Wallaceburg .....	926		623	2	625	316	309	389	62
101 Waterloo .....	978		635		635	316	319	465	73
102 Welland .....	441		314		314	156	158	217	69
103 Whitby .....	717		415		415	214	201	258	62
104 Wiarton .....	773		644		644	335	309	388	60
105 Wingham .....	820		556		556	263	293	349	63
Totals .....	95,846	9	61,092	11	61,112	30,507	30,605	39,949	65
Totals.									
+1 Counties, etc .....	360,637	985	279,153	98	280,236	145,618	134,618	145,608	52
2 Cities .....	128,029	7	66,768	1	66,776	33,441	33,335	47,106	71
3 Towns .....	95,846	9	61,092	11	61,112	30,507	30,605	39,949	65
‡4 Grand totals 1902 .....	584,512	1,001	407,013	110	408,124	209,566	198,558	232,663	57
5 " " 1901 .....	574,490	1,070	413,449	100	414,619	214,222	200,397	235,084	57
6 Increases .....	10,022			10					
7 Decreases .....		69	6,436		6,495	4,656	1,839	2,421	
8 Percentages .....		.25	99.72	.03		51.35	48.65	57	

\* Including Protestant Separate School.

† In incorporated villages there were 29,290 pupils enrolled, with an average daily attendance of 18,265 (included in Counties, etc.)

‡ In addition, there were 11,300 Kindergarten pupils and 670 Night School pupils.



## THE PUBLIC

II.—Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns), etc.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Brant .....	595	421	534	724	655	160	3,053	3,057	3,018
2 Bruce .....	2,414	1,713	1,901	2,035	2,057	599	10,329	10,580	10,082
3 Carleton .....	1,621	934	1,166	1,255	1,313	380	6,311	6,465	6,042
4 Dufferin .....	986	678	816	957	908	250	4,485	4,502	4,225
5 Dundas .....	978	730	994	604	864	274	4,354	4,426	4,166
6 Durham .....	850	651	974	981	934	238	4,628	4,628	4,628
7 Elgin .....	1,240	790	1,016	1,255	1,244	587	6,040	6,122	6,104
8 Essex .....	1,838	1,291	1,374	1,221	868	142	6,707	6,710	6,605
9 Frontenac .....	1,431	840	948	1,167	1,231	109	5,726	5,726	5,726
10 Glengarry .....	1,323	560	813	589	645	74	4,004	4,004	3,979
11 Grey .....	3,197	1,967	2,753	2,721	2,125	481	12,837	12,725	12,809
12 Haldimand .....	710	587	684	720	871	168	3,740	3,740	3,678
13 Haliburton, N. E. Mus- koka, S. Nipissing, and E. Parry Sound	1,447	810	904	912	585	200	4,348	4,567	4,391
14 Halton .....	697	489	523	680	739	215	3,343	3,343	3,343
15 Hastings .....	2,499	1,568	1,720	1,548	1,156	314	8,729	8,796	8,615
16 Huron .....	1,593	1,292	1,954	2,347	2,450	930	10,244	10,435	9,898
17 Kent .....	1,761	1,064	1,647	1,490	1,519	620	8,010	8,021	7,972
18 Lambton .....	2,287	1,571	1,466	1,852	1,678	422	9,156	9,202	8,575
19 Lanark .....	1,072	673	880	863	773	181	4,442	4,442	4,442
20 Leeds & Grenville .....	2,052	1,305	1,604	1,763	1,918	352	8,644	8,751	8,541
21 Lennox & Addington .....	932	630	785	856	868	188	4,244	4,259	4,244
22 Lincoln .....	828	473	584	812	929	80	3,302	3,341	3,192
23 Middlesex .....	1,582	1,291	1,663	1,907	2,032	619	9,094	9,094	9,094
24 Norfolk .....	1,242	818	1,135	1,082	1,237	242	5,515	5,661	5,884
25 Northumberland .....	1,118	804	1,184	1,300	1,159	248	5,650	5,695	5,392
26 Ontario .....	1,439	965	1,159	1,444	1,555	286	5,485	6,706	6,418
27 Oxford .....	1,300	1,054	1,210	1,360	1,493	525	6,794	6,881	6,248
28 Peel .....	789	584	647	878	856	186	3,940	3,940	3,788
29 Perth .....	1,113	895	1,150	1,696	1,333	250	6,263	6,384	5,988
30 Peterborough .....	1,372	807	1,020	997	951	169	5,113	5,214	4,927
31 Prescott and Russell .....	1,902	844	866	887	716	191	5,050	5,317	4,879
32 Prince Edward .....	458	353	440	502	764	211	2,699	2,723	2,705
33 Renfrew .....	2,189	1,341	1,377	1,270	1,142	268	7,039	7,278	6,493
34 Simcoe & W. Muskoka	3,553	2,539	2,819	2,862	2,691	900	15,177	15,250	14,873
35 Stormont .....	1,025	551	949	581	785	169	4,060	4,060	3,968
36 Victoria & S. E. Musk.	1,425	1,099	1,320	1,507	1,244	257	6,603	6,610	6,249
37 Waterloo .....	1,059	948	1,314	1,300	803	194	5,618	5,618	5,160
38 Welland .....	1,250	748	933	1,066	1,012	305	5,255	5,299	5,205
39 Wellington .....	1,631	1,154	1,503	1,749	1,729	432	8,022	8,131	7,951
40 Wentworth .....	937	649	794	1,151	1,045	260	4,795	4,836	4,772
41 York .....	2,769	1,782	2,200	2,403	2,267	267	11,268	11,414	11,166
42 Rainy River, Thunder Bay, Algoma, and Manitoulin, etc. ....	2,563	1,524	1,459	1,416	903	146	7,965	8,070	7,816
43 N. Nip., W. Par. Sound	1,442	721	754	707	511	82	3,589	3,845	3,337
44 Moose Fort .....	16	13	.....	7	8	2	46	46	29
Totals .....	64,625	42,521	51,936	55,415	52,566	13,173	271,716	275,914	266,117
Cities.									
1 Belleville .....	341	241	214	229	343	.....	1,368	1,368	1,368
2 Brantford .....	521	402	420	673	490	52	2,558	2,558	2,558
3 Chatham .....	316	181	310	324	384	.....	1,515	1,515	1,515
4 Guelph .....	306	222	287	484	315	133	1,747	1,747	1,747
5 Hamilton .....	1,345	1,144	1,249	2,043	1,843	520	8,144	8,144	8,144
6 Kingston .....	484	310	336	662	653	.....	2,445	2,445	2,445
7 London .....	946	840	1,331	1,253	1,192	.....	5,612	5,612	5,612
8 Ottawa .....	1,033	611	787	1,234	1,222	126	5,013	5,013	5,013
9 St. Catharines .....	378	242	233	412	258	.....	1,523	1,523	903
10 St. Thomas .....	513	247	379	433	395	.....	1,967	1,967	1,967
11 Stratford .....	237	196	238	410	428	.....	1,509	1,509	1,509
12 Toronto .....	5,713	3,712	6,760	6,592	5,679	1,547	30,003	30,003	30,003
13 Windsor .....	530	370	344	335	207	.....	1,786	1,786	1,786
14 Woodstock .....	385	232	270	354	345	.....	1,586	1,586	1,586
Totals .....	13,048	8,950	13,208	15,438	13,754	2,378	66,776	66,776	66,156

## SCHOOLS.—Continued.

various branches of instruction.

	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	2,282	1,830	2,178	846	1,337	1,051	1,694	161	157	143	26	28	614
2	6,943	4,890	6,760	2,752	4,339	4,915	4,138	482	571	537	213	221	1,515
3	4,335	2,350	4,320	1,860	2,611	1,985	2,587	350	355	341	172	46	829
4	3,155	2,411	2,608	1,769	1,999	2,063	2,931	187	243	235	96	108	772
5	3,509	2,776	3,187	1,129	1,620	1,548	2,619	249	252	248	21	106	826
6	3,014	1,841	2,668	812	1,081	993	1,282	184	214	207	42	71	213
7	4,578	3,046	4,381	1,965	2,936	3,276	3,922	579	553	532	209	196	1,555
8	3,952	2,758	3,342	1,403	2,649	4,322	2,792	152	120	98	44	44	704
9	3,931	2,143	3,141	1,572	2,215	1,954	3,037	106	97	87	32	7	830
10	2,553	1,642	2,337	841	1,093	1,134	1,692	71	70	70	69	45	383
11	9,295	6,598	8,158	2,843	5,154	7,983	6,950	449	476	429	341	84	1,576
12	2,680	2,148	2,700	1,125	1,370	1,436	2,504	213	159	151	40	34	1,090
13	2,785	1,454	2,581	1,026	1,586	1,335	1,672	175	173	157	15	51	293
14	2,390	1,326	2,197	1,069	1,518	1,238	1,664	166	187	184	84	110	686
15	5,254	4,409	4,862	1,593	2,932	4,873	5,396	614	290	283	71	46	956
16	7,818	5,549	7,136	3,342	4,964	3,698	3,847	824	900	794	263	268	1,808
17	5,953	5,108	5,452	2,475	3,140	3,443	4,306	580	609	609	105	110	2,024
18	5,733	5,390	5,836	2,209	3,803	5,956	6,078	388	395	380	244	103	1,752
19	2,766	1,235	2,528	1,011	1,456	1,634	1,699	175	164	125	108	50	288
20	6,044	4,650	5,844	2,499	3,488	3,540	4,243	307	307	300	109	60	1,492
21	2,921	1,546	2,720	1,289	1,727	1,776	2,255	214	176	170	40	57	1,112
22	2,761	2,072	2,233	1,302	1,646	1,623	1,943	76	63	48	142	90	577
23	8,090	6,377	7,445	2,793	3,899	4,757	5,656	600	577	571	59	32	2,232
24	4,031	3,169	3,715	1,840	2,047	1,849	2,805	315	214	208	61	7	1,416
25	4,301	1,880	3,851	1,266	1,685	1,752	2,165	248	226	220	75	67	580
26	4,552	2,777	4,094	2,119	2,686	2,267	3,232	278	270	256	59	25	1,030
27	4,553	2,277	4,296	2,373	2,783	2,818	2,585	488	510	478	186	195	1,284
28	2,339	1,524	2,541	1,453	1,825	1,450	2,442	189	189	189	8	24	484
29	4,671	5,196	4,104	1,652	2,984	1,652	5,341	237	222	222	42	28	1,730
30	3,702	1,803	3,269	1,166	1,715	1,858	2,507	161	159	145	79	77	218
31	3,044	1,772	2,875	914	1,481	1,436	3,099	198	187	181	213	21	556
32	2,240	915	2,042	1,042	1,168	1,539	1,066	198	187	171	193	52	1,337
33	3,773	1,541	3,458	1,562	2,064	2,112	1,724	260	243	242	31	50	550
34	9,731	7,930	9,153	4,645	5,676	5,479	10,364	1,066	865	858	356	331	2,190
35	2,860	1,433	2,473	968	1,128	1,344	1,715	155	163	153	62	62	343
36	4,698	2,860	4,339	1,647	2,430	1,829	2,671	147	223	202	166	52	545
37	3,645	3,625	3,230	750	1,821	1,286	2,598	149	154	150	93	14	707
38	3,552	2,568	3,252	1,595	2,183	1,885	1,630	331	297	270	160	3	545
39	5,640	4,052	5,119	2,313	3,680	2,874	3,752	403	403	592	180	101	1,218
40	3,274	2,040	3,086	1,369	2,083	1,452	2,222	270	242	218	184	154	1,121
41	8,073	6,639	7,770	2,660	4,050	3,280	5,981	306	238	271	35	177	975
42	4,364	3,136	3,795	1,663	2,163	3,158	3,619	163	130	98	32	7	567
43	2,108	631	1,850	702	1,010	872	1,489	83	72	71	64	9	190
44	.....	46	17	.....	15	.....	.....	.....	.....	.....	.....	.....	.....
	188,393	131,363	172,993	73,224	105,242	108,775	137,914	11,897	12,302	11,694	4,824	3,423	41,713
1	786	1,368	795	343	572	591	1,368	.....	.....	.....	.....	.....	.....
2	2,558	2,558	1,636	542	1,319	2,558	2,558	52	52	52	.....	.....	.....
3	1,199	1,515	1,515	384	708	500	1,515	.....	.....	.....	.....	.....	.....
4	1,098	1,695	1,747	311	795	795	1,747	133	.....	.....	.....	.....	.....
5	5,980	8,077	6,799	2,527	2,989	4,440	8,144	520	481	457	1,721	53	.....
6	1,694	2,445	1,851	653	1,091	882	2,445	.....	.....	653	.....	.....	.....
7	5,612	5,612	2,439	913	2,016	5,612	5,612	.....	.....	.....	.....	.....	.....
8	2,582	3,665	2,582	737	1,348	2,582	5,013	126	126	126	.....	.....	.....
9	903	.....	903	258	444	.....	.....	.....	.....	.....	.....	.....	.....
10	1,207	.....	1,207	395	828	1,207	1,207	.....	.....	.....	.....	.....	.....
11	1,132	499	1,076	414	638	1,076	1,609	.....	.....	.....	.....	.....	.....
12	29,796	30,003	28,922	4,488	7,519	17,951	29,266	2,863	526	526	92	.....	1,344
13	906	1,304	994	207	542	1,786	1,601	.....	.....	.....	.....	.....	.....
14	1,129	1,586	699	345	699	969	.....	.....	.....	.....	.....	.....	.....
	56,582	60,327	53,165	12,517	21,538	41,393	61,985	3,694	1,185	1,814	1,813	53	1,344

## THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
1 Alliston .....	73	63	68	56	68	62	390	388	390
2 Almonte .....	77	67	104	67	76	.....	391	391	391
3 Amherstburg .....	73	43	66	33	43	24	282	282	282
4 Arnprior .....	177	120	114	82	111	.....	604	604	604
5 Aurora .....	73	54	71	81	62	.....	341	341	341
6 Aylmer .....	56	64	89	98	112	.....	419	419	419
7 Barrie .....	206	149	273	225	215	15	1,083	1,083	1,083
8 Berlin .....	226	283	413	359	206	.....	1,487	1,487	1,487
9 Blenheim .....	63	83	122	59	25	44	396	396	396
10 Bothwell .....	49	22	33	34	40	42	220	220	210
11 Bowmanville .....	97	70	124	103	124	.....	518	518	518
12 Bracebridge .....	163	195	154	83	72	54	686	721	686
13 Brampton .....	108	81	76	140	104	.....	509	509	509
14 Brockville .....	303	164	272	289	281	.....	1,309	1,309	1,309
15 Carleton Place .....	240	160	154	129	169	1	853	853	853
16 Clinton .....	90	70	81	122	83	.....	446	446	446
17 Cobourg .....	76	93	121	166	106	.....	562	562	562
18 Collingwood .....	401	212	268	232	291	.....	1,404	1,404	1,404
19 Copper Cliff .....	147	60	76	29	29	13	354	354	350
20 Cornwall .....	184	93	167	114	88	.....	646	646	646
21 Deseronto .....	226	115	134	115	63	.....	653	653	653
22 Dresden .....	131	73	62	77	36	58	437	437	437
23 Dundas .....	112	105	62	124	124	.....	527	527	527
24 Dunnville .....	105	61	80	87	77	.....	410	410	410
25 Durham .....	98	71	68	57	70	76	440	336	384
26 Essex .....	111	61	66	55	55	.....	348	348	348
27 Forest .....	81	61	61	45	71	.....	319	319	319
28 Fort William .....	193	117	90	78	147	.....	625	625	625
29 Galt .....	310	142	283	323	306	.....	1,364	1,364	1,364
30 Gananoque .....	198	109	140	175	133	.....	755	755	755
31 Goderich .....	92	91	116	201	136	.....	636	636	636
32 Gore Bay .....	52	27	56	57	46	40	278	278	262
33 Gravenhurst .....	207	142	112	88	98	.....	647	647	508
34 Harriston .....	63	35	73	85	85	.....	341	341	341
35 Hawkesbury .....	46	16	32	34	25	.....	153	153	153
36 Hespler .....	115	63	119	120	51	26	494	494	494
37 Huntsville .....	178	96	125	88	77	41	544	605	516
38 Ingersoll .....	137	52	189	204	158	.....	740	740	740
39 Kincardine .....	61	53	66	89	114	.....	383	383	383
40 Kingsville .....	92	80	89	87	40	33	421	421	421
41 Leamington .....	122	92	113	97	88	.....	512	512	512
42 Lindsay .....	225	141	255	296	210	.....	1,127	1,057	1,127
43 Listowel .....	130	80	90	162	130	.....	592	592	592
44 Little Current .....	81	39	53	28	53	13	267	267	267
45 Mattawa .....	18	28	5	12	17	9	89	89	89
46 Meaford .....	87	108	79	60	56	.....	390	390	390
47 Midland .....	337	147	220	128	98	55	985	985	985
48 Milton .....	87	47	61	45	70	67	377	377	356
49 Mitchell .....	61	61	56	109	110	.....	397	397	397
50 Mount Forest .....	87	54	98	92	98	.....	429	429	429
51 Napanee .....	120	67	90	115	171	.....	563	563	563
52 Newmarket .....	108	89	110	74	62	.....	443	443	443
53 Niagara .....	46	20	50	53	77	.....	246	246	246
54 Niagara Falls .....	187	73	91	202	126	.....	679	679	492
55 North Bay .....	196	83	78	77	70	.....	504	504	504
56 North Toronto .....	192	77	95	93	74	17	548	548	470
57 Oakville .....	79	58	61	85	53	.....	336	336	336
58 Orangeville .....	117	100	98	98	109	.....	522	522	522
59 Orillia .....	204	136	200	171	187	59	957	957	957
60 Oshawa .....	191	116	127	215	140	.....	789	789	789
61 Owen Sound .....	400	201	375	345	357	.....	1,678	1,678	1,678
62 Palmerston .....	102	55	70	67	84	33	411	411	411
63 Paris .....	102	89	78	139	86	.....	494	494	494



various branches of instruction.—*Continued.*

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	390	390	388	244	244	390	46	82	82	46	82	....
2	282	....	253	76	104	137	....	....	....	....	....	....
3	209	229	264	67	100	258	24	24	24	24	15	....
4	307	411	604	111	169	604	....	....	....	....	....	....
5	341	279	341	62	124	214	....	....	....	....	....	....
6	299	209	299	78	112	112	....	....	....	....	....	....
7	1,004	1,083	972	455	455	670	1,083	608	15	15	....	....
8	978	1,487	978	94	206	206	1,487	....	....	....	....	....
9	268	396	172	69	118	172	....	44	44	44	44	44
10	139	130	220	72	90	90	130	32	42	42	32	42
11	351	518	391	124	227	351	518	....	....	....	....	....
12	617	667	427	126	209	72	667	19	54	54	19	20
13	509	509	509	153	244	198	509	....	....	....	....	....
14	1,309	1,309	1,309	281	444	1,309	1,309	....	....	....	....	....
15	574	444	540	170	235	170	170	....	....	....	....	105
16	356	446	205	60	356	60	446	....	....	....	....	....
17	393	307	382	106	272	216	142	....	....	....	....	....
18	944	1 183	521	417	521	1,136	1,404	....	....	....	....	....
19	354	354	147	71	38	58	354	9	13	13	13	38
20	462	646	369	88	143	143	646	....	....	....	....	....
21	312	566	312	63	178	178	563	....	....	....	....	....
22	284	317	284	85	171	113	....	58	58	58	58	....
23	298	527	298	124	236	351	527	....	....	....	....	....
24	305	322	205	59	98	98	269	....	....	....	....	....
25	286	155	267	100	157	195	440	20	76	76	20	72
26	196	76	136	55	110	348	....	....	....	....	....	....
27	177	273	264	71	116	116	248	....	....	....	....	....
28	401	541	625	147	225	225	576	....	....	....	....	....
29	1,161	1,364	937	200	525	1,364	569	....	....	....	....	....
30	557	397	448	183	308	308	755	....	....	....	....	....
31	453	636	453	136	337	136	636	....	....	....	....	....
32	163	....	179	70	94	46	....	24	40	40	20	....
33	298	308	370	98	186	298	72	....	....	....	....	....
34	278	....	278	86	170	218	281	....	....	....	....	....
35	153	153	153	25	59	59	....	....	....	....	....	....
36	316	....	197	77	197	197	....	26	26	26	....	26
37	382	....	272	114	133	287	....	37	41	41	37	4
38	740	740	569	158	285	740	740	....	....	....	....	....
39	322	283	322	114	203	203	383	....	....	....	....	....
40	249	371	355	73	160	268	421	33	33	33	33	....
41	313	....	298	88	185	512	....	....	....	....	....	....
42	740	884	906	210	329	553	471	....	....	....	....	....
43	382	592	383	130	292	201	592	....	....	....	....	....
44	186	267	186	66	94	81	235	13	13	13	13	13
45	89	54	43	35	38	35	....	9	9	9	....	9
46	390	390	390	56	149	390	390	....	....	....	....	....
47	985	930	985	193	281	449	9 0	55	50	50	55	....
48	366	377	243	126	155	327	377	56	67	67	24	38
49	275	236	275	110	219	110	275	....	....	....	....	....
50	342	429	342	98	190	278	429	....	....	....	....	....
51	563	408	308	171	226	226	376	....	....	....	....	....
52	443	443	443	62	136	136	443	....	....	....	....	....
53	170	53	200	77	111	170	116	....	....	....	....	....
54	492	679	429	126	328	328	....	....	....	....	....	....
55	504	504	504	70	147	147	504	....	....	....	....	....
56	339	548	470	91	158	88	374	17	17	17	17	....
57	212	239	178	53	97	122	239	....	....	....	....	....
58	405	522	252	109	207	252	522	....	....	....	....	....
59	657	689	633	227	376	364	267	59	18	18	....	....
60	484	404	484	86	140	140	168	....	....	....	....	....
61	1,077	1,678	887	357	702	702	1,678	....	....	....	....	....
62	309	294	369	184	184	221	378	33	33	33	33	33
63	494	....	225	86	179	494	....	....	....	....	....	....

## THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.			
64 Parkhill .....	46	38	39	48	51	.....	222	222	222
65 Parry Sound .....	299	143	132	127	117	62	880	880	880
66 Pembroke .....	160	91	108	89	173	.....	621	621	621
*67 Penetanguishene ...	225	137	98	77	48	35	620	620	620
68 Perth .....	108	68	115	110	123	.....	524	524	524
69 Peterborough .....	370	275	319	311	330	.....	1,605	1,605	1,605
70 Petrolia .....	234	156	126	172	128	.....	816	816	816
71 Picton .....	167	75	117	115	114	.....	588	588	588
72 Port Arthur .....	225	107	69	136	88	.....	625	625	625
73 Port Hope .....	209	141	172	165	167	.....	854	854	504
74 Prescott .....	95	106	58	48	103	.....	410	410	410
75 Preston .....	55	77	91	90	56	.....	369	369	369
76 Rat Portage .....	256	163	193	147	94	.....	853	853	853
77 Renfrew .....	108	26	79	79	113	.....	405	405	405
78 Ridgetown .....	115	58	101	83	106	.....	463	463	463
79 St. Mary's .....	106	70	82	159	143	.....	560	560	497
80 Sandwich .....	47	14	21	21	25	1	129	129	129
81 Sarnia .....	411	248	270	181	279	.....	1,389	1,389	1,389
82 Sault Ste. Marie .....	505	235	216	228	188	.....	1,372	1,372	1,372
83 Seaforth .....	61	42	39	45	81	.....	268	268	268
84 Simcoe .....	96	48	131	60	128	.....	463	463	463
85 Smith's Falls .....	348	139	214	209	200	.....	1,110	1,110	1,110
86 Stayner .....	84	40	40	41	57	37	262	299	272
87 Strathroy .....	115	82	110	105	118	.....	530	530	530
88 Sturgeon Falls .....	45	39	26	42	33	10	195	195	195
89 Sulbury .....	57	41	29	37	37	19	220	220	220
90 Thessalon .....	100	54	40	46	53	11	304	304	304
91 Thornbury .....	32	26	32	44	22	11	167	167	167
92 Thorold .....	71	55	46	67	64	.....	303	303	303
93 Tillenburgh .....	74	60	98	98	127	.....	457	457	457
94 Toronto Junction .....	451	248	254	243	311	.....	1,507	1,507	1,507
95 Trenton .....	149	117	152	119	75	.....	612	612	612
96 Uxbridge .....	69	67	93	87	67	.....	383	383	383
97 Vankleekhill .....	73	21	23	42	48	.....	207	207	207
98 Walkerton .....	105	68	69	93	127	.....	462	462	462
99 Walkerville .....	70	51	64	38	48	14	285	285	285
100 Wallaceburg .....	161	106	95	73	88	102	564	615	564
101 Waterloo .....	166	78	117	156	118	.....	577	526	526
102 Welland .....	60	62	52	72	68	.....	314	314	314
103 Whitby .....	97	37	79	84	118	.....	415	415	415
104 Wiarton .....	163	142	144	117	78	.....	644	644	644
105 Wingham .....	111	63	104	114	70	94	556	556	494
Totals .....	15,268	9,591	11,879	11,871	11,325	1,178	60,860	60,919	59,835
Totals.									
1 Counties, etc. ....	64,625	42,521	51,936	55,415	52,566	13,173	271,716	275,914	266,117
2 Cities .....	13,048	8,950	13,208	15,438	13,754	2,378	66,776	66,776	66,156
3 Towns .....	15,268	9,591	11,879	11,871	11,325	1,178	60,860	60,919	59,805
4 Grand totals, 1902 ...	92,941	61,062	77,023	82,724	77,645	16,729	399,352	403,609	392,078
5 " " 1901 ....	94,560	61,869	78,555	84,615	78,544	16,476	407,080	408,035	399,050
6 Increases .....						253			
7 Decreases .....	1,619	807	1,532	1,891	899	.....	7,728	4,426	6,972
8 Percentages .....	22.77	14.96	18.87	20.27	19.03	4.1	98	99	96

\* Including Protestant Separate School.

SCHOOLS.—Continued.

various branches of instruction.—Concluded.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
34 138	222	99	51	99	99	662	62	62	62	62	62	.....
35 535	522	535	221	306	232	621	.....	.....	.....	.....	.....	.....
36 621	621	621	173	262	262	621	.....	.....	.....	.....	.....	.....
37 324	437	620	83	159	69	261	24	24	24	14	.....	.....
38 348	524	233	123	172	123	524	.....	.....	.....	.....	.....	.....
39 938	502	960	225	641	641	845	.....	.....	.....	.....	.....	.....
70 442	.....	624	128	310	425	816	.....	.....	.....	.....	.....	.....
71 500	588	588	229	229	588	588	.....	.....	.....	.....	.....	.....
72 332	149	254	88	187	187	73	.....	.....	.....	.....	.....	.....
73 504	.....	504	167	251	332	.....	.....	.....	.....	.....	.....	.....
74 410	410	410	151	151	151	410	.....	.....	.....	.....	.....	.....
75 237	369	237	56	120	95	.....	.....	.....	.....	.....	.....	.....
76 434	776	241	94	241	853	776	.....	.....	.....	.....	.....	.....
77 271	405	271	113	192	192	405	.....	.....	.....	.....	.....	.....
78 463	398	290	189	189	398	.....	.....	.....	.....	.....	.....	.....
79 384	58	405	143	302	143	113	.....	.....	.....	.....	.....	.....
80 68	.....	68	33	33	27	.....	1	1	1	1	.....	.....
81 789	1,218	1,199	336	460	954	1,389	5	.....	.....	.....	.....	.....
82 764	816	634	188	383	388	1,161	.....	.....	.....	.....	.....	.....
83 165	268	207	81	126	81	268	.....	.....	.....	.....	.....	.....
84 367	463	188	128	143	188	463	.....	.....	.....	.....	.....	.....
85 1,110	1,110	1,110	200	283	1,110	1,110	.....	.....	.....	.....	.....	.....
86 142	149	299	76	66	141	149	10	37	37	10	37	.....
87 333	530	333	72	223	530	530	10	10	10	10	.....	.....
88 150	110	111	43	85	75	195	10	10	10	10	.....	.....
89 119	.....	163	29	93	37	127	19	17	17	10	.....	.....
90 150	304	150	64	64	64	.....	11	11	11	.....	.....	11
91 167	167	167	33	116	167	167	11	11	11	.....	2	11
92 252	.....	270	64	131	159	.....	.....	.....	.....	.....	.....	.....
93 383	457	457	225	173	225	457	.....	.....	.....	.....	.....	.....
94 861	1,507	861	311	554	355	1,507	.....	.....	.....	.....	.....	.....
95 346	388	463	75	194	194	504	.....	.....	.....	.....	.....	.....
96 314	383	314	67	108	108	383	.....	.....	.....	.....	.....	.....
97 113	117	207	90	90	90	207	.....	.....	.....	.....	.....	.....
98 289	462	391	127	220	289	462	14	14	.....	.....	.....	.....
99 285	285	285	62	100	201	285	14	14	12	12	.....	.....
00 591	170	467	229	229	217	.....	41	102	102	41	41	.....
01 391	55	391	118	183	118	.....	.....	.....	.....	.....	.....	.....
02 254	.....	254	68	140	192	.....	.....	.....	.....	.....	.....	.....
03 415	415	415	141	202	415	415	.....	.....	.....	.....	.....	.....
04 339	644	339	78	195	195	321	.....	.....	.....	.....	.....	.....
05 320	462	382	102	170	70	.....	70	94	94	70	94	.....
43,992	45,107	42,605	12,997	21,857	29,604	42,216	1,500	1,138	1,136	661	676	238
188,393	131,363	172,993	73,224	105,242	108,775	137,914	11,897	12,302	11,694	4,824	3,423	41,713
56,582	60,327	53,165	12,517	21,588	41,393	61,985	3,694	1,185	1,814	1,813	53	1,344
43,992	45,107	42,605	12,997	21,857	29,604	42,216	1,500	1,138	1,136	661	676	238
288,967	236,797	268,763	98,738	148,637	179,772	242,115	17,091	14,625	14,644	7,298	4,152	43,295
295,389	238,365	271,915	98,602	150,800	184,100	245,094	19,310	14,337	13,608	6,649	3,976	46,267
.....	.....	.....	136	.....	.....	.....	.....	288	1,036	649	176	.....
6,422	1,568	3,152	.....	2,163	328	2,979	2,219	.....	.....	.....	.....	2,972
71	58	66	24	36	44	59	4	3	3	2	1	10



## THE PUBLIC

## III.—Table C.—Teachers.

Counties (including incorporated villages but not cities or towns) etc.	Number of teachers.	Male.	Female.	Salaries.		
				Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
				\$	\$	\$
1 Brant .....	70	17	53	575	432	310
2 Bruce .....	222	83	139	800	380	275
3 Carleton .....	137	31	106	600	390	289
4 Dufferin .....	105	23	82	700	328	281
5 Dundas .....	109	46	63	800	340	265
6 Durham .....	117	26	91	550	380	278
7 Elgin .....	132	42	90	520	415	269
8 Essex .....	122	48	74	500	382	314
9 Frontenac .....	153	31	122	475	280	233
10 Glengarry .....	85	16	69	550	353	257
11 Grey .....	249	74	175	650	379	272
12 Haldimand .....	94	23	71	650	390	283
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound ..	133	17	116	600	358	209
14 Halton .....	76	21	55	600	383	298
15 Hastings .....	205	48	157	800	367	272
16 Huron .....	222	85	137	800	366	282
17 Kent .....	148	39	109	700	438	306
18 Lambton .....	201	52	149	575	373	290
19 Lanark .....	131	16	115	600	307	240
20 Leeds and Grenville .....	261	57	204	600	306	248
21 Lennox and Addington .....	126	26	100	600	313	241
22 Lincoln .....	83	26	57	600	410	272
23 Middlesex .....	208	79	129	525	372	286
24 Norfolk .....	121	39	82	600	346	275
25 Northumberland .....	127	43	84	600	384	271
26 Ontario .....	138	46	92	600	377	281
27 Oxford .....	141	67	74	675	418	296
28 Peel .....	89	30	59	600	380	293
29 Perth .....	120	51	69	500	383	294
30 Peterborough .....	117	41	76	650	340	258
31 Prescott and Russell .....	114	30	84	850	342	234
32 Prince Edward .....	81	28	53	500	324	271
33 Renfrew .....	158	29	129	550	312	243
34 Simcoe and W. Muskoka .....	304	116	188	750	379	274
35 Stormont .....	89	22	67	475	313	256
36 Victoria and S.E. Muskoka .....	168	55	113	550	339	247
37 Waterloo .....	117	47	70	650	434	294
38 Welland .....	106	27	79	720	397	280
39 Wellington .....	169	64	105	700	383	301
40 Wentworth .....	97	32	65	550	400	291
41 York .....	214	83	131	700	404	303
42 Rainy River, Thunder Bay, Algoma, and Manitoulin, etc .....	182	72	110	950	366	254
43 N. Nipissing and W. Parry Sound ..	152	14	138	500	311	241
*1 Totals, Counties, etc. ....	6,193	1,862	4,331	950	372	271
2 " Cities .....	1,234	159	1,075	1,600	935	479
3 " Towns .....	1,070	179	891	1,100	667	311
+4 Grand totals, 1902 .....	8,497	2,200	6,297	1,600	436	311
5 " 1901 .....	8,403	2,353	6,050	1,550	421	306
6 Increases .....	94	.....	247	50	15	.....
7 Decreases .....	.....	153	.....	.....	.....	.....
8 Percentages .....	.....	25.39	74.11	.....	.....	.....

\* There were 535 teachers in incorporated villages (included in Counties, etc.)

+ In addition there were 247 Kindergarten teachers and 17 Night School teachers.

SCHOOLS.—Continued.

Salaries, Certificates, etc.

		Number of teachers who have attended Normal School or Normal College.	Number of University graduates.	Certificates.						Other certificates.
				Provincial 1st class.	Provincial 2nd class.	First class, old County Board.	Second class, old County Board.	Third class.	Temporary.	
1	49			7	43			20		
2	91	5		17	76	1		127		1
3	91			14	77			37	9	
4	31	2		5	29			71		
5	42			4	38	1		66		
6	70	2		5	56		1	55		
7	59			10	56			64	2	
8	49	2		2	48			67	5	
9	36	6		2	33		1	77	40	
0	29			4	25			47	9	
1	111			11	96		6	134	1	1
2	47	1		7	41			46		
3	5			5	15			89	24	
4	42	1		4	38			34		
5	69			7	61			133	4	
6	124			8	127			87		
7	69			2	66			80		
8	110	1		6	103			91	1	
9	23	3			27	1		100	3	
0	84	2		8	78			174	1	
1	31	4		4	27	1		86	8	
2	42	3		5	36	2		39		1
3	112			5	108		2	92	1	
4	48			4	46		2	67	2	
5	73	1		3	72		1	50		1
6	67			2	65			69	2	
7	78	2		9	70	1		61		
8	53			4	49			36		
9	69			6	63			51		
0	45			2	42		2	50	19	2
1	20			1	21			51	2	39
2	25	1		3	22			51	5	
3	16	2		2	17			103	36	
4	92	2		11	86		2	203	2	
5	24			2	23		1	57	6	
6	51	1		2	50	1		94	18	3
7	75			6	70			41		
8	40	1		5	34	4		63		
9	92			11	84			73	1	
0	60			12	47			38		
1	150	1		9	144			61		
2	37			8	56			58	55	5
3	9			2	27			72	49	2
1	2,540	43		246	2,392	12	18	3,165	305	55
2	1,179	24		218	976	10	7	19		4
3	882	14		131	768	12	4	135	6	14
4	4,601	81		595	4,136	34	29	3,319	311	73
5	4,427			601	3,983	46	24	3,448	270	31
6	174				153		5		41	42
7				6		12		129		
8	54	1		7	48.68			39	3.66	

## THE PUBLIC

## IV.—Table D.—School

Totals.	School Houses.					School Visits.				
	Number of Schools open.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Counties, etc .....	5,279	2,230	435	2,294	320	10,827	7,579	3,502	23,571	45,479
2 Cities .....	167	146	17	4	..	3,539	2,524	528	12,645	19,236
3 Towns .....	225	157	27	41	.....	2,012	2,251	491	2,814	7,568
4 Grand totals, 1902 .....	5,671	2,533	479	2,339	320	16,378	12,354	4,521	39,030	72,283
5 " 1901 .....	5,663	2,522	477	2,342	322	16,078	12,520	4,431	38,802	71,831
6 Increases .....	8	11	2	.....	.....	300	.....	90	228	452
7 Decreases .....	.....	.....	.....	3	2	.....	166	.....	.....	.....
8 Percentages .....	.....	44.67	8.45	41.24	5.64	22.66	17.09	6.25	54	.....



## SCHOOLS.—Continued.

## Houses, Prayers, etc.

Maps and Globes.		Examinations. Prizes.		Lectures.			Trees.				
Number of maps.	Number of globes.	Number of public examinations.	Number of schools distributing prizes or merit cards.	By Inspector.	By other persons.	Total.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture Readings.	Number of schools opened or closed with prayer.	Number of schools using the Bible.	Number of schools imparting religious instruction.
1 42,953	4,601	2,203	413	1,167	183	1,350	10,171	3,114	5,106	2,172	879
2 6,857	272	103	112	9	17	26	*	56	167	142	.....
3 2,693	322	63	27	56	58	114	162	103	219	123	11
4 52,503	5,195	2,369	552	1,232	258	1,490	10,333	3,273	5,492	2,437	890
5 53,403	5,137	2,449	553	1,250	244	1,494	9,926	3,263	5,474	2,405	882
6 .....	58	.....	.....	.....	14	.....	407	10	18	32	8
7 900	.....	80	1	18	.....	4	.....	.....	.....	.....	.....
8 †9.25	†.92	.....	9.73	82.07	17.93	.....	.....	57.71	96.84	42.97	15.69

\* 14,270 plants.

† To each school.

## THE PUBLIC

V.—Table E.—

Counties (including incorporated villages but not cities or towns), etc.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant .....	2,332 00	27,276 39	18,486 57	48,094 96
2 Bruce .....	8,180 25	79,331 68	39,219 16	126,731 09
3 Carleton .....	4,631 25	52,015 44	14,253 85	70,900 54
4 Dufferin .....	3,289 00	40,979 24	15,074 79	59,343 03
5 Dundas .....	3,353 50	39,411 86	11,219 35	53,984 71
6 Durham .....	3,380 00	42,484 42	15,957 34	61,821 76
7 Elgin .....	4,664 75	51,651 66	31,142 99	87,469 40
8 Essex .....	4,948 82	49,567 79	23,041 95	77,558 56
9 Frontenac .....	3,940 00	38,710 24	15,409 38	58,059 62
10 Glengarry .....	2,610 25	27,550 45	10,346 31	40,507 01
11 Grey .....	8,260 00	93,842 33	36,016 68	138,119 01
12 Haldimand .....	3,053 00	34,431 36	14,751 47	52,235 83
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound .....	11,161 50	29,057 64	12,089 48	52,308 62
14 Halton .....	2,530 50	24,141 15	16,387 38	43,059 03
15 Hastings .....	7,594 50	62,978 15	29,371 49	99,944 14
16 Huron .....	8,179 25	83,991 14	41,654 27	133,824 66
17 Kent .....	6,213 25	59,355 77	47,778 55	113,347 57
18 Lambton .....	6,456 00	73,523 95	38,675 66	118,655 61
19 Lanark .....	4,153 00	36,785 50	13,430 68	54,369 18
20 Leeds and Grenville .....	6,882 00	76,657 82	28,083 03	111,622 85
21 Lennox and Addington .....	3,705 50	33,424 95	15,970 63	53,101 08
22 Lincoln .....	2,796 00	33,041 23	16,493 07	52,330 30
23 Middlesex .....	7,221 50	78,897 80	39,004 54	125,123 84
24 Norfolk .....	4,012 50	38,647 54	28,044 45	70,704 49
27 Northumberland .....	4,328 80	47,106 83	18,687 36	70,122 99
26 Ontario .....	5,261 50	53,184 05	20,440 63	78,886 18
27 Oxford .....	5,021 50	58,344 78	40,390 14	103,756 42
28 Peel .....	2,826 50	34,111 52	16,447 87	53,385 89
29 Perth .....	4,489 25	51,287 87	22,639 18	78,416 30
30 Peterborough .....	4,196 65	38,640 59	15,226 50	58,063 74
31 Prescott and Russell .....	4,109 75	36,769 92	12,032 73	52,912 40
32 Prince Edward .....	2,151 00	25,283 28	9,378 69	36,812 97
33 Renfrew .....	6,258 00	42,460 80	16,905 24	65,624 04
34 Simcoe and W. Muskoka .....	16,618 75	102,846 07	53,417 98	172,882 80
35 Stormont .....	2,767 25	27,730 03	8,617 71	39,114 99
36 Victoria and S. E. Muskoka .....	9,096 25	49,432 37	21,208 71	79,737 33
37 Waterloo .....	4,075 75	50,000 59	41,242 73	95,319 07
38 Welland .....	3,513 25	37,699 48	22,945 80	64,158 53
39 Wellington .....	6,014 00	67,349 71	40,128 10	113,491 81
40 Wentworth .....	3,620 75	37,965 74	24,000 47	65,586 96
41 York .....	7,210 25	91,957 17	42,807 95	141,975 37
42 Rainy River, Thunder Bay, Algoma and Manitoulin, etc. ....	21,873 61	65,622 50	29,965 00	117,461 11
43 N. Nipissing and W. Parry Sound .....	11,897 00	25,612 50	9,965 91	47,475 41
44 Moose Port .....	150 00			150 00
Totals .....	249,028 13	2,151,161 30	1,038,351 77	3,438,541 20
Cities.				
1 Belleville .....	1,061 00	11,238 45	1,434 83	13,734 28
2 Brantford .....	2,135 25	27,500 00	2,866 54	32,501 79
3 Chatham .....	1,218 85	15,549 78	430 86	17,199 49
4 Guelph .....	1,809 30	17,298 32	1,201 46	19,809 08
5 Hamilton .....	6,861 65	107,091 94	45,105 27	159,058 86
6 Kingston .....	2,241 60	27,630 00	1,874 14	31,745 74
7 London .....	5,167 80	89,485 77	2,512 91	97,166 48
8 Ottawa .....	4,255 35	88,975 00	36,717 81	129,948 16
9 St. Catharines .....	1,210 00	14,260 06	162 23	15,632 29
10 St. Thomas .....	1,646 00	20,278 92	860 48	22,785 40
11 Stratford .....	1,711 40	16,000 00	1,714 86	19,426 26
12 Toronto .....	27,082 85	533,523 00	31,798 92	592,404 77
13 Windsor .....	1,622 00	22,550 00	1,166 84	25,338 84
14 Woodstock .....	1,441 56	13,733 44	1,991 16	17,166 16
Totals .....	58,964 61	1,005,114 68	129,838 31	1,193,917 60

## SCHOOLS.—Continued.

## Financial Statement.

Expenditure.						Balances.	
Teachers' salaries.		Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.		
\$	c.	\$	c.	\$	c.	\$	c.
1	23,747 07	489 31	214 82	7,701 85	32,152 55	15,942 41	
2	70,353 94	8,781 34	1,108 75	20,026 90	100,270 93	26,460 16	
3	43,119 87	4,089 01	770 91	12,099 62	60,079 41	10,821 13	
4	31,277 35	3,249 45	561 53	12,951 45	48,039 78	11,303 25	
5	31,895 31	4,784 11	1,843 90	8,776 40	47,339 72	6,644 99	
6	34,980 09	2,173 77	965 24	9,165 58	47,284 68	14,537 08	
7	41,842 65	3,478 44	606 48	16,215 12	62,142 69	25,316 71	
8	41,028 75	2,027 61	1,544 77	14,570 35	59,171 48	18,887 08	
9	34,156 45	2,545 86	775 03	8,318 09	45,795 43	12,264 19	
10	22,985 03	2,994 79	304 67	6,506 04	32,790 53	7,716 48	
11	74,536 57	12,647 77	1,530 76	24,816 70	113,531 80	24,887 21	
12	28,813 36	1,395 79	297 45	7,142 64	37,649 24	14,586 59	
13	30,048 24	5,609 81	934 57	8,414 33	45,006 95	7,301 67	
14	24 116 78	1,200 73	272 64	9,411 70	35,001 85	8,057 18	
15	56,627 57	6,146 48	1,293 70	14,598 47	78,666 22	21,277 92	
16	70,778 45	9,543 63	1,040 98	23,917 82	105,280 88	28,543 78	
17	50,138 75	6,121 07	1,904 51	17,532 55	75,696 88	37,650 69	
18	62,184 57	9,293 60	2,101 28	18,975 56	92,555 01	26,100 60	
19	32,409 78	1,722 81	1,241 24	8,085 73	43,459 56	10,909 62	
20	66,963 58	4,354 81	1,491 26	17,490 23	90,299 88	21,322 97	
21	31 639 64	1,006 46	510 13	8,000 49	41,156 72	11,944 36	
22	26,619 15	2,494 61	403 84	8,584 21	38,051 81	14,278 49	
23	65,926 82	3,457 10	805 43	21,951 99	92,141 34	32,982 50	
24	36,290 47	1,188 10	203 82	9,021 39	46,703 78	24,000 71	
25	39,156 93	1,776 26	1,808 02	10,713 20	53,454 41	16,668 58	
26	43,690 42	2,553 76	876 71	15,066 24	62,187 13	16,699 05	
27	49,373 68	2,811 03	1,519 96	14,017 32	67,721 99	36,034 43	
28	28,701 38	3,911 63	361 46	9,249 85	42,224 32	11,161 57	
29	40,034 84	5,738 55	683 49	14,497 70	60,964 58	17,461 72	
30	33,333 29	6,590 49	316 60	8,951 72	49,192 10	8,871 64	
31	30,114 49	4,113 07	437 24	7,441 94	42,106 74	10,805 66	
32	23,236 80	451 50	102 25	4,466 77	28,257 32	8,555 65	
33	39,942 27	5,793 29	578 40	9,803 34	56,122 30	9 501 74	
34	93,616 99	12,226 16	2,710 22	23,998 22	132,551 59	40,331 21	
35	23,614 47	5,565 48	148 10	5,131 26	34,459 31	4,655 68	
36	45,817 89	6,725 78	653 73	13,062 81	66,260 16	13,477 17	
37	40,790 87	2,825 48	935 03	11,681 98	56,233 36	39,085 71	
38	32,678 71	1,517 44	658 28	9,369 29	44,223 72	19,934 81	
39	55,697 25	10,755 12	1,224 53	18,601 43	86,278 33	27,213 48	
40	32,200 84	1,482 03	733 62	10,070 44	44,486 93	21,100 03	
41	71,413 93	5,951 40	1,953 43	25,238 80	104,557 56	37,417 81	
42	51,441 00	19,860 00	1,852 00	21,302 00	94,455 00	23,006 11	
43	25,791 62	5,763 66	1,252 07	8,408 78	41,216 13	6,259 28	
44	140 00	.....	10 00	.....	150 00	.....	
1,833,267 91		207,213 54	41,582 85	555,297 80	2,637,362 10	801,179 10	
1	9,477 20	.....	12 00	3,157 21	12,646 41	1,087 87	
2	21,002 67	180 21	1,419 27	9,899 64	32,501 79	.....	
3	11,033 39	.....	.....	6,166 10	17,199 49	.....	
4	13,776 14	.....	156 06	4,146 44	18,078 64	1,730 44	
5	73,620 29	26,530 87	5,695 47	37,141 82	142,988 45	16,070 41	
6	20,590 03	.....	1,931 64	8,987 95	31,509 62	236 12	
7	66,381 38	6,861 95	.....	22,591 33	95,834 66	1,331 82	
8	57,991 27	20,321 74	3,276 97	32,974 17	114,564 15	15,384 01	
9	12,742 39	.....	.....	1,971 61	14,714 00	918 29	
10	16,019 87	.....	36 35	6,216 76	22,272 98	512 42	
11	12,118 82	.....	1,222 39	5,019 92	18,361 13	1,065 13	
12	402,127 27	29,743 35	17,063 71	131,263 22	580,197 55	12,207 23	
13	16,020 34	.....	96 17	9,222 33	25,338 84	.....	
14	12,022 50	.....	1,110 27	3,607 12	16,739 89	426 27	
744,923 56		83,638 12	32,020 30	282,365 62	1,142,947 60	50,970 00	



## THE PUBLIC

## V.—TABLE E.—

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Alliston.....	368 00	2,200 00	313 28	2 881 28
2 Almonte.....	270 00	3,863 81	890 01	5,023 82
3 Amherstburg.....	229 00	1,765 00	1,400 25	3,394 25
4 Arnprior.....	293 00	3,518 12	1,892 97	5,704 09
5 Aurora.....	179 00	2,375 00	641 24	3,195 24
6 Aylmer.....	296 55	4,572 62	166 85	5,036 02
7 Barrie.....	774 00	9,303 49	414 86	10,492 35
8 Berlin.....	1,219 20	14,487 44	5,876 07	21,582 71
9 Blenheim.....	304 00	3,997 30	185 49	4,486 79
10 Bothwell.....	202 00	1,619 57	271 26	2,092 83
11 Bowmanville.....	333 00	4,600 00	23 00	4,956 00
12 Bracebridge.....	982 00	3,373 51	2,923 22	7,278 73
13 Brampton.....	493 00	4,700 00	767 70	5,960 70
14 Brockville.....	1,026 00	13,900 00	551 63	15,477 63
15 Carleton Place.....	497 00	5,200 00	119 09	5,816 09
16 Clinton.....	447 00	2,900 00	505 74	3 852 74
17 Cobourg.....	400 85	6,240 00	135 19	6,776 04
18 Collingwood.....	718 00	14,969 27	718 80	16,406 07
19 Copper Cliff.....	331 00	4,702 42	4,014 72	9,048 14
20 Cornwall.....	456 00	7,261 75	2,463 53	10,181 28
21 Deseronto.....	457 00	4,054 64	1,302 87	5,814 51
22 Dresden.....	284 00	2,816 00	5,277 69	8,377 69
23 Dundas.....	338 00	5,100 00	139 68	5,577 68
24 Dunnville.....	261 00	2,600 00	50 33	2,911 33
25 Durham.....	521 00	2,539 78	1,003 40	4,064 18
26 Essex.....	172 00	2,186 77	67 61	2,426 38
27 Forest.....	343 00	2,549 75	347 07	3,239 82
28 Fort William.....	411 00	7,189 00	1,700 00	9,300 00
29 Galt.....	1,089 90	15,500 00	410 10	17,000 00
30 Gananoque.....	604 00	5,427 11	273 74	6,304 85
31 Goderich.....	588 00	5,406 85	247 40	6,242 25
32 Gore Bay.....	510 00	927 00	481 90	1,918 90
33 Gravenhurst.....	259 00	3,650 00	177 67	4,086 67
34 Harriston.....	204 00	2,604 00	143 31	2,951 31
35 Hawkesbury.....	50 00	1,600 00	104 71	1,754 71
36 Hespeler.....	364 70	3,557 87	361 20	4,283 77
37 Huntsville.....	473 00	3,027 00	249 76	3,749 76
38 Ingersoll.....	682 35	5,960 00	586 56	7,228 91
39 Kincardine.....	415 00	4,250 60	474 58	5,139 58
40 Kingsville.....	272 00	3,001 12	2,570 01	5,843 13
41 Leamington.....	291 00	3,878 00	407 64	4,576 64
42 Lindsay.....	798 00	10,456 93	104 12	11,359 05
43 Listowel.....	317 00	3,583 00	176 32	4,076 32
44 Little Current.....	143 00	1,100 00	1,170 07	2,413 07
45 Mattawa.....	55 00	1,294 45	75 23	1,424 68
46 Meaford.....	381 00	3,250 00	79 06	3,710 06
47 Midland.....	470 00	5,158 85	338 00	5,966 85
48 Milton.....	511 00	2,269 00	1,213 66	3,993 66
49 Mitchell.....	388 00	2,627 00	309 65	3,324 65
50 Mount Forest.....	401 00	3,464 00	232 77	4,097 77
51 Napanee.....	498 00	4,150 00	978 94	5,626 94
52 Newmarket.....	389 00	3,350 00	462 12	4,201 12
53 Niagara.....	150 00	1,877 78	129 22	2,157 00
54 Niagara Falls.....	519 30	6,400 00	1,400 00	8,319 30
55 North Bay.....	204 00	4,882 10	213 37	4,799 47
56 North Toronto.....	248 00	4,619 27	32 35	4,899 62
57 Oakville.....	187 00	3,458 75	854 25	4,500 00
58 Orangeville.....	650 00	3,550 00	464 04	4,664 04

## SCHOOLS.—Continued.

## Financial Statement.—Continued.

Expenditure.												
Teachers' salaries.		Sites, and building school houses.		Libraries, maps, apparatus, prizes and school books.		Rent and repairs, fuel, and other expenses.		Total expenditure for all Public School purposes.		Balances.		
	\$	c.		\$	c.		\$	c.		\$	c.	
1	2,038	25					379	14	2,417	39	463	89
2	3,964	46					1,059	36	5,023	82		
3	2,432	14	9	87	179	89	772	35	3,394	25		
4	3,267	91					929	05	4,196	96	1,507	13
5	1,983	36			60		447	77	2,431	73	763	51
6	3,155	52	669	89	20	76	1,189	85	5,036	02		
7	8,149	50			32	00	2,082	86	10,264	36	227	99
8	11,396	00	5,747	93	362	71	3,376	19	20,882	83	699	88
9	2,789	53	353	63	11	00	693	18	3,847	34	639	45
10	1,677	84			43	80	156	22	1,877	86	214	97
11	3,999	50	59	06	27	05	735	29	4,820	90	135	10
12	3,822	27	933	81	377	34	1,724	42	6,857	84	420	89
13	3,562	28	300	00	519	87	1,335	69	5,717	84	242	86
14	9,573	75			384	24	4,299	54	14,257	53	1,220	10
15	4,543	50			16	50	1,001	01	5,561	01	255	08
16	2,922	00					489	24	3,411	24	441	50
17	4,407	75			81	27	2,287	02	6,776	04		
18	7,777	75	4,701	80			3,724	75	16,204	30	201	77
19	2,595	97	512	28	712	82	4,948	27	8,669	34	378	80
20	4,801	92					1,881	64	6,683	56	3,497	72
21	4,615	78	50				1,011	85	5,628	13	186	38
22	2,689	81	1	15	2	75	5,392	82	8,086	53	291	16
23	4,142	10			9	00	1,331	84	5,482	94	94	74
24	2,194	08					466	28	2,660	36	250	97
25	2,714	74			28	43	742	89	3,486	06	578	12
26	1,856	95			6	00	552	50	2,415	45	10	93
27	2,405	00					497	42	2,902	42	337	40
28	4,735	99	51	50			3,942	91	8,730	40	569	60
29	11,323	88	3,415	02	65	55	2,192	08	16,996	53	3	47
30	4,370	99					917	63	5,288	62	1,016	23
31	5,256	07					986	18	6,242	25		
32	1,467	50					417	34	1,884	84	34	06
33	2,937	94	280	20			761	75	3,979	89	106	78
34	2,031	00	85	00	5	65	666	12	2,787	77	163	54
35	1,157	50					388	05	1,545	55	209	16
36	3,023	66	183	47	217	91	858	73	4,283	77		
37	2,821	92	85	20	48	00	674	16	3,629	28	120	43
38	5,395	50			263	76	1,210	84	6,870	10	358	81
39	3,056	12			38	34	1,472	99	4,567	45	572	13
40	2,425	00	609	60			2,632	41	5,717	01	126	12
41	3,095	88			16	50	982	90	4,095	28	481	36
42	8,620	27					2,394	45	11,014	72	344	33
43	2,977	69					1,019	91	3,997	60	78	72
44	1,162	60					795	93	1,958	53	454	54
45	845	52			11	45	506	47	1,363	44	61	24
46	2,656	62					983	65	3,640	27	69	79
47	4,446	85	25	25	397	94	980	79	5,850	83	116	02
48	2,797	37	371	00	316	17	443	83	3,928	37	65	29
49	2,814	50	17	64	39	73	336	35	3,208	22	116	43
50	3,066	26					1,014	60	4,080	86	16	91
51	4,149	70			24	34	1,442	89	5,616	93	10	01
52	2,475	00			8	00	911	10	3,424	10	777	02
53	1,580	00			80	00	379	83	1,989	83	167	17
54	5,063	00	1,674	78	107	01	1,332	03	8,226	82	92	48
55	2,938	74	884	18			956	49	4,779	41	20	06
56	3,301	67	975	79	140	80	438	30	4,856	56	43	06
57	1,865	00			50	00	2,585	00	4,500	00		
58	3,738	62			27	93	800	83	4,567	38	96	06

## THE PUBLIC

## V.—TABLE E.—

Towns.— <i>Con.</i>	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
59 Orillia .....	479 00	2,300 00	6,784 43	9,563 43
60 Oshawa .....	468 00	5,800 00	622 26	6,890 26
61 Owen Sound .....	1,238 85	14,467 00	257 50	15,963 35
62 Palmerston .....	318 00	2,928 65	46 48	3,293 13
63 Paris .....	348 00	4,800 00	16 00	5,164 00
64 Parkhill .....	139 00	500 00	1,364 93	2,003 93
65 Parry Sound .....	1,057 00	4,160 50	890 96	6,108 46
66 Pembroke .....	379 00	5,065 61	354 52	5,799 13
*67 Penetanguishene .....	347 00	3,609 32	464 92	4,421 24
68 Perth .....	462 00	4,593 43	255 60	5,311 03
69 Peterborough .....	1,098 70	18,000 00	1,337 11	20,435 81
70 Petrolea .....	523 00	7,000 00	378 54	7,901 54
71 Picton .....	556 00	4,850 00	3,030 07	8,436 07
72 Port Arthur .....	245 00	5,383 44	1,730 37	7,358 81
73 Port Hope .....	649 00	6,500 00	441 50	7,590 50
74 Prescott .....	426 00	3,233 52	312 24	3,971 76
75 Preston .....	257 50	3,336 70	1,617 82	5,212 02
76 Rat Portage .....	494 00	8,976 24	194 37	9,664 61
77 Renfrew .....	381 00	4,760 24	653 92	5,795 16
78 Ridgetown .....	304 00	3,715 19	40 03	4,059 22
79 St. Marys .....	424 00	4,000 00	280 09	4,704 09
80 Sandwich .....	57 00	1,700 00	1,332 30	3,089 30
81 Sarnia .....	976 00	12,532 86	109 18	13,618 04
82 Sault Ste. Marie .....	862 00	15,949 52	224 24	17,035 76
83 Seaforth .....	226 00	2,600 00	846 65	3,672 65
84 Simcoe .....	542 35	3,977 23	667 29	5,186 87
85 Smith's Falls .....	661 00	7,005 10	834 09	8,500 19
86 Stayner .....	347 00	2,053 00	242 70	2,642 70
87 Strathroy .....	522 00	4,200 00	414 31	5,136 31
88 Sturgeon Falls .....	75 00	1,900 00	1,704 46	3,679 46
89 Sudbury .....	160 00	1,499 92	1,118 71	2,778 63
90 Thessalon .....	189 00	1,481 00	153 72	1,823 72
91 Thornbury .....	107 00	1,866 12	330 22	2,303 34
92 Thorold .....	183 00	2,530 00	443 60	3,156 60
93 Tillsonburg .....	277 50	3,709 75	93 15	4,080 40
94 Toronto Junction .....	1,054 25	17,970 00	1,645 74	20,669 99
95 Trenton .....	399 00	4,401 26	1,028 02	5,828 28
96 Uxbridge .....	193 00	2,810 84	.....	3,003 84
97 Vankleekhill .....	285 00	2,890 00	8,169 51	11,344 51
98 Walkerton .....	406 00	3,749 56	288 85	4,438 41
99 Walkerville .....	219 00	4,300 00	3 46	4,522 46
100 Wallaceburg .....	491 00	3,865 00	538 38	4,894 38
101 Waterloo .....	395 65	5,553 32	489 91	6,438 88
102 Welland .....	231 00	3,400 00	1,992 81	5,623 81
103 Whitby .....	392 00	4,250 00	160 43	4,802 43
104 Warton .....	279 00	3,902 51	112 91	4,294 42
105 Wingham .....	366 00	3,845 46	147 65	4,359 11
Totals .....	45,201 65	510,287 61	93,051 25	648,540 51
Totals.				
1 Counties, etc .....	249,028 13	2,151,161 30	1,038,351 77	3,438,541 20
2 Cities .....	58,964 61	1,005,114 68	129,838 31	1,193,917 60
3 Towns .....	45,201 65	510,287 61	93,051 25	648,540 51
4 Grand totals 1902 .....	353,194 39	3,666,563 59	1,261,241 33	5,280,999 31
5 " " 1901 .....	348,510 70	3,522,660 98	1,322,163 47	5,193,335 15
6 Increases .....	4,683 69	143,902 61	.....	87,664 16
7 Decreases .....	.....	.....	60,922 14	.....
8 Percentages .....	6.69	69.43	23.88	.....

Cost per pupil: Counties, etc., \$9.41; Cities, \$17.12; Towns, \$9.97; Province, \$10.75.



SCHOOLS.—*Concluded.*Financial Statement.—*Concluded.*

Expenditure.							
Teachers' salaries.		Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes.	Balances.	
\$	c.	\$	c.	\$	c.	\$	c.
59	6,790 63		244 45	1,625 56	8,660 64	902 79	
60	4,879 92		193 55	1,816 79	6,890 26		
61	11,422 50	651 29	101 10	3,622 17	15,797 06	166 29	
62	2,516 10		5 88	689 32	3,211 30	81 83	
63	3,716 52		33 75	1,082 38	4,832 65	331 35	
64	1,657 12			263 03	1,920 15	83 78	
65	4,255 25	560 00	27 25	1,256 49	6,058 99	9 47	
66	3,809 54	1,131 90		857 69	5,799 13		
67	3,181 71	258 50		567 85	4,008 06	413 18	
68	3,810 49			887 67	4,698 16	612 87	
69	13,913 50		25 00	6,497 31	20,435 81		
70	5,442 00			2,211 49	7,653 49	248 05	
71	3,901 12		160 17	1,235 87	5,296 66	3,139 41	
72	3,494 61	1,769 82	18 51	1,294 70	6,577 64	781 17	
73	5,761 66		21 50	1,807 34	7,590 50		
74	3,041 52		29 20	876 81	3,947 53	24 23	
75	2,563 36		55 10	718 81	3,337 27	1,874 75	
76	6,752 45	145 75		2,566 56	9,464 76	199 85	
77	3,670 78	550 00	11 85	1,112 30	5,344 93	450 23	
78	2,831 25	92 80	13 50	782 61	3,720 16	339 06	
79	3,250 58		6 00	979 67	4,236 25	467 84	
80	850 50	108 34	14 15	702 82	1,675 81	1,413 49	
81	8,985 40	666 59	152 89	2,478 07	12,282 95	1,335 09	
82	7,569 00			9,013 89	16,582 89	452 87	
83	2,213 50		6 00	437 64	2,657 14	1,015 51	
84	4,066 00	2 38	66 15	1,061 54	5,186 07	80	
85	5,624 00	472 72	378 78	1,701 19	8,176 69	323 50	
86	2,020 80	9 30	14 36	249 27	2,293 73	348 97	
87	3,901 24			987 27	4,888 51	247 80	
88	1,119 63	231 00	158 37	2,170 46	3,679 46		
89	1,795 00			567 11	2,362 11	416 52	
90	1,445 96		162 46	215 30	1,823 72		
91	1,243 06			842 41	2,085 47	217 87	
92	2,175 00		4 00	559 33	2,738 33	418 27	
93	2,730 34		47 50	1,151 96	3,929 80	150 60	
94	11,394 50	1,780 23	15 00	7,011 91	20,201 64	468 35	
95	3,921 90	543 62	60 00	702 40	5,227 92	600 36	
96	2,657 65		15 50	330 69	3,003 84		
97	1,783 36	9,036 72		430 43	11,250 51	94 00	
98	3,514 50			707 61	4,222 11	216 30	
99	2,913 03		141 99	1,271 71	4,326 73	195 73	
100	3,631 50		62 89	1,164 99	4,859 38	35 00	
101	4,607 84		47 40	1,708 91	6,364 15	74 73	
102	2,088 13	1,030 91	6 00	1,029 50	4,154 54	1,469 27	
103	3,825 00		19 38	869 61	4,713 99	88 44	
104	2,565 00			1,706 27	4,271 27	23 15	
105	3,368 94		17 58	926 07	4,312 59	46 52	
403,741 41		40,990 42	6,962 32	151,715 26	609,409 41	39,131 10	
1	1,833 267 91	207,213 54	41,582 85	555,297 80	2,637,362 10	801,179 10	
2	744,923 56	83,638 12	32,020 30	282,365 62	1,142,947 60	50,970 00	
3	409,741 41	40,990 42	6,962 32	151,715 26	609,409 41	39,131 10	
4	2,987,932 88	331,842 08	80,565 47	989,378 68	4,389,719 11	891,280 20	
5	2,874,472 87	433,800 79	74,829 81	945,578 16	4,328,681 63	864,653 52	
6	113,460 01		5,735 66	43,800 52	61,037 48	26,626 68	
7		101,958 71					
8	68.07	7.56	1.83	22.54			

\* Including Protestant Separate School.

## ROMAN CATHOLIC

## I.—Table F.—Financial

Counties (including incorporated villages but not cities or towns), etc.	Number of schools.	Receipts.				Expendi- Teachers' salaries.
		Legislative grants.	School rate on supporters.	Balances, subscribed and from other sources.	Total amount received.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Bruce .....	7	447 00	4,832 71	2,832 71	8,112 42	3,643 22
2 Carleton .....	16	992 00	6,945 78	5,043 19	12,980 97	5,438 25
3 Essex .....	23	754 74	9,866 13	8,071 71	18,692 58	9,392 95
4 Frontenac .....	12	468 00	3,264 06	2,564 47	6,296 53	2,836 50
5 Grey .....	7	319 00	1,967 21	781 30	3,067 51	1,705 00
6 Hastings .....	7	252 00	1,489 94	491 82	2,233 76	1,710 00
7 Huron .....	8	330 00	3,354 14	1,298 96	4,983 10	2,737 00
8 Kent .....	8	345 00	3,269 24	1,963 41	5,577 65	2,838 42
9 Lambton .....	2	75 00	541 22	243 04	859 26	500 00
10 Lanark .....	3	128 00	646 17	294 51	1,068 68	665 00
11 Leeds and Grenville .....	5	322 00	1,363 49	397 36	2,082 85	1,405 00
12 Lennox and Addington .....	2	109 00	521 40	379 64	1,010 04	510 00
13 Lincoln .....	2	87 00	968 83	406 92	1,462 75	702 00
14 Middlesex .....	6	201 00	1,784 75	438 19	2,423 94	1,530 00
15 Norfolk .....	1	37 00	316 88	275 59	629 47	320 00
16 Northumberland .....	6	281 00	1,916 49	942 16	3,139 65	1,633 50
17 Ontario .....	1	84 00	176 39	765 23	1,025 62	685 63
18 Peel .....	1	56 00	130 00	21 00	207 00	186 00
19 Perth .....	4	171 00	1,361 38	608 37	2,140 75	1,060 00
20 Peterborough .....	1	40 00	241 41	65 78	347 19	225 00
21 Prescott and Russell .....	69	2,737 00	24,598 17	11,589 35	38,924 52	19,997 50
22 Renfrew .....	12	1,161 00	3,658 15	4,682 52	9,501 67	3,791 00
23 Simcoe .....	3	269 50	1,325 69	283 11	1,878 30	1,178 00
24 Stormont, Dundas and Glen- garry .....	11	748 00	6,099 29	5,287 97	12,135 26	5,502 16
25 Waterloo .....	7	318 00	3,519 38	1,858 99	5,695 47	2,800 00
26 Wellington .....	8	307 00	3,376 06	928 92	4,611 98	2,235 36
27 Wentworth .....	1	59 00	125 00	97 15	281 15	200 00
28 York .....	2	48 00	517 60	311 40	877 00	495 00
29 Algonia Dist., etc .....	3	250 00	1,082 44	277 50	1,609 94	950 00
30 Nipissing Dist .....	16	1,400 00	3,200 43	1,626 63	6,227 06	3,498 71
Totals .....	254	12,796 24	92,459 83	54,828 00	160,084 07	80,371 20
Cities						
1 Belleville .....	4	268 00	1,233 89	1,232 64	2,734 53	1,809 15
2 Brantford .....	2	243 00	1,727 93	937 77	2,908 70	1,100 00
3 Chatham .....	1	184 00	1,845 31	5,244 81	7,274 12	1,100 00
4 Guelph .....	3	265 00	3,004 34	249 11	3,518 45	2,325 00
5 Hamilton .....	8	1,079 00	11,446 01	2,344 87	14,869 88	6,267 50
6 Kingston .....	3	477 00	4,560 67	2,826 27	7,863 94	3,790 48
7 London .....	6	664 00	7,499 45	122 88	8,286 33	3,166 67
8 Ontario .....	23	3,936 00	41,725 00	13,665 40	59,326 40	23,222 50
9 St. Catharines .....	3	246 00	4,093 67	48 96	4,388 63	1,998 32
10 St. Thomas .....	1	157 00	1,500 00	64 88	1,721 88	1,000 00
11 Stratford .....	1	216 00	2,283 96	1,138 34	3,638 30	1,300 00
12 Toronto .....	22	3,404 00	52,983 24	28,528 37	84,915 61	27,705 34
13 Windsor .....	2	320 00	4,286 00	1,421 49	6,027 49	5,291 63
14 Woodstock .....	1	62 44	437 56	3,875 00	4,375 00	675 00
Totals .....	80	11,521 44	138,627 03	61,700 79	211,849 26	80,751 59

## SEPARATE SCHOOLS.

Statement, Teachers, etc.

ture.					Teachers.														
Sites and building school houses.		Maps, apparatus, prizes and libraries.		All other purposes.		Total amount expended.		Balances.		Number of teachers.		Male.		Female.		Average salary, male.		Average salary, female. (In addition, members of Religious Orders received free residence.)	
\$ c.		\$ c.		\$ c.		c.		\$ c.								\$	\$		
1	1 228 55		12 58	1,417 07	6,301 42	1,81		16	4	12	392	185							
2	4,865 75		221 41	1,488 18	12,013 59	961	38	27	27	27	213								
3	3,245 61		216 83	4,161 65	17,017 04	1,675	54	32	8	24	384	248							
4	1,118 16		212 97	1,030 50	5,198 13	1,098	40	12	2	10	230	244							
5				565 45	2,270 45	797	06	7	7	7	243								
6	30 98		15 98	241 65	1,998 61	235	15	7	1	6	225	248							
7	5 70		2 25	1,232 53	3,977 48	1,005	62	9	2	7	350	291							
8	353 48		60 97	1,083 36	4,336 23	1,241	42	11	1	10	337	259							
9			37 50	77 50	615 00	244	26	2	2	2	250								
10			2 75	42 50	710 25	358	43	3	3	3	222								
11	158 00		56 25	366 54	1,985 79	97	06	8	8	8	185								
12	359 36		14 82	54 07	928 25	71	79	2	2	2	255								
13	358 00		37 85	308 22	1,406 07	56	68	4	4	4	200								
14	9 05			610 36	2,149 41	274	53	6	1	5	240	328							
15			4 28	71 65	395 93	233	54	1	1	1	250								
16	320 36		89 57	751 72	2,795 15	344	50	7	7	7	240								
17				139 63	825 26	200	36	2	1	1	450	235							
18				21 00	207 00			1	1	1	220								
19	243 00			419 95	1,722 95	417	80	4	4	4	265								
20				97 69	322 69	24	50	1	1	1	225								
21	5,912 05		360 37	3,654 68	29,924 60	8,999	92	86	9	77	276	224							
22	2,285 34		58 05	822 64	6,957 03	2,544	64	15	15	15	230								
23	185 12		18 39	236 43	1,617 94	260	36	5	1	4	400	192							
24	2,017 20			3,886 75	11,406 11	729	15	22	1	21	425	221							
25	335 97		32 20	482 99	3,651 16	2,044	31	12	2	10	312	217							
26	545 27			988 33	3,768 96	843	02	10	1	9	250	224							
27	34 25		5 00	41 90	281 15			1	1	1	200								
28				161 87	656 87	220	13	2	1	1	275	220							
29	304 94		51 02	204 18	1,510 14	99	80	3	3	3	317								
30	1,134 46		190 25	1,337 94	6,161 36	65	70	17	3	14	298	227							
25,050 60		1,701 29		25,998 93	133,122 02	26,962	05	335	38	297	327	229							
1	46 10		14 50	718 72	2,588 47	146	06	6	1	5	600	208							
2	1,246 57		45 35	252 92	2,644 84	263	86	5	5	5	220								
3	5,177 40		222 20	416 02	6,915 62	358	50	6	6	6	200								
4			59 50	874 12	3,258 62	259	83	8	8	8	237								
5	2,940 90		974 38	3,856 34	13,539 12	1,330	76	37	37	37	175								
6	1,787 20		81 63	868 86	6,528 17	1,335	77	13	1	12	700	229							
7	1,845 60		250 00	2,575 76	7,838 03	448	30	19	19	19	200								
8	12,006 34		320 00	22,597 45	58,146 29	1,180	11	103	18	85	401	210							
9	1,230 00		15 00	1,132 94	4,376 26	12	37	9	1	8	550	180							
10			25 00	660 50	1,685 50	36	38	5	5	5	200								
11	954 27		19 50	1,309 90	3,583 67	54	63	6	6	6	217								
12	21,557 00		1,733 48	29,185 51	80,241 33	4,674	28	101	26	75	300	200							
13				735 86	6,027 49			13	13	13	413								
14	3,500 00		100 00	100 00	4,375 00			2	2	2	337								
52,291 38		3,920 54		64,784 90	201,748 41	10,100	85	333	47	286	359	213							



ROMAN CATHOLIC  
I.—Table F.—Financial

Towns.	No. of schools.	Receipts.					Expendi-
		Legislative grants.	School rate on sup- porters.	Balances, subscribed and from other sources.	Total amount received.	Teachers' salaries.	
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 Almonte .....	1	101 00	1,048 86	2,094 46	3,244 32	885 00	
2 Amherstburg .....	1	230 00	1,569 15	1,098 49	2,897 64	1,224 00	
3 Arnprior .....	2	175 00	2,051 51	734 49	2,951 00	1,500 00	
4 Barrie .....	1	115 00	1,470 05	855 41	2,440 46	900 00	
5 Berlin .....	1	275 00	2,642 56	3,587 74	6,505 30	1,755 00	
6 Brockville .....	1	357 00	2,381 56	83 75	2,822 31	1,825 00	
7 Cobourg .....	1	149 00	1,000 00	55 69	1,204 69	850 00	
8 Cornwall .....	3	456 00	4 300 00	1,197 99	5,953 99	3,643 94	
9 Dundas .....	1	76 00	850 05	648 64	1,574 69	600 00	
10 Fort William .....	1	89 00	739 75	13,092 53	13,921 28	900 00	
11 Galt .....	1	64 00	545 38	25 00	634 38	325 00	
12 Goderich .....	1	57 00	450 00	75 58	582 58	400 00	
13 Hawkesbury .....	1	209 00	2,450 00	.....	2,659 00	1,820 00	
14 Ingersoll .....	1	70 00	833 02	65 64	968 66	575 00	
15 Lindsay .....	2	193 00	2,143 64	1,127 72	3,469 36	2,084 55	
16 Mattawa .....	1	203 00	3,202 80	799 26	4,205 06	1,144 86	
17 Newmarket .....	1	37 00	261 92	125 00	423 92	290 00	
18 Niagara Falls .....	1	94 00	812 15	100 04	1,006 19	600 00	
19 North Bay .....	2	101 00	1,756 00	27 27	1,884 27	1,269 89	
20 Oakville .....	1	21 00	200 00	100 00	321 00	250 00	
21 Orillia .....	1	115 00	1,879 61	1,336 97	3,331 58	1,398 50	
22 Oshawa .....	1	57 00	414 02	320 51	791 53	418 00	
23 Owen Sound .....	1	72 00	986 06	735 30	1,793 36	500 00	
24 Paris .....	1	51 00	510 91	568 32	1,130 23	400 00	
25 Parkhill .....	1	32 00	306 02	.....	338 02	300 00	
26 Pembroke .....	1	247 00	2,850 60	580 54	3,678 14	2,538 17	
27 Perth .....	1	132 00	1,001 00	614 25	1,747 25	800 00	
28 Peterborough .....	3	439 00	4,918 60	138 11	5,495 71	4,233 15	
29 Picton .....	1	37 00	450 00	502 21	989 21	420 00	
30 Port Arthur .....	1	142 00	1,087 71	720 14	1,949 85	780 00	
31 Prescott .....	1	129 00	1,073 45	378 78	1,581 23	1,101 48	
32 Preston .....	1	49 00	501 88	808 52	1,359 40	350 00	
33 Rat Portage .....	2	142 00	1,300 00	1,419 38	2,861 38	1,263 00	
34 Renfrew .....	2	168 00	1,635 74	1,140 84	2,944 58	1,213 90	
35 St. Mary's .....	1	37 00	496 60	234 97	768 57	325 00	
36 Sandwich .....	1	117 00	250 00	4,728 25	5,095 25	652 35	
37 Sarnia .....	1	118 00	1,152 00	1,048 81	2,318 81	800 00	
38 Sault Ste. Marie .....	1	124 00	1,000 00	1,076 25	2,200 25	1,080 00	
39 Seaforth .....	1	52 00	518 21	346 24	916 45	555 00	
40 Sturgeon Falls .....	1	89 00	1,890 00	218 15	2,197 15	997 50	
41 Sudbury .....	1	76 00	771 42	864 78	1,712 20	1,228 00	
42 Thorold .....	1	86 00	1,004 00	1 13	1,091 13	700 00	
43 Trenton .....	1	149 00	1,686 99	220 68	2,056 67	881 43	
44 Vankleekhill .....	1	146 00	812 00	485 75	1,443 75	1,000 00	
45 Walkerton .....	1	119 00	724 04	219 41	1,062 45	600 00	
46 Wallaceburg .....	1	54 00	1,232 33	175 96	1,462 29	923 77	
47 Waterloo .....	1	67 00	900 00	233 51	1,200 51	500 00	
48 Whitby .....	1	31 00	200 00	141 61	372 61	275 00	
Totals .....	57	6,154 00	62,261 59	45,154 07	113,569 66	49,076 49	
Totals.							
1 Counties, etc .....	254	12,796 24	92,459 83	54,828 00	160,084 07	80,371 20	
2 Cities .....	80	11,521 44	138,627 03	61,700 79	211,849 26	80,751 59	
3 Towns .....	57	6,154 00	62,261 59	45,154 07	113,569 66	49,076 49	
4 Grand totals, 1902 .....	391	30,471 68	293,348 45	161,682 86	485,502 99	210,199 28	
5 " 1901 .....	372	28,797 07	261,409 49	146,514 38	436,720 94	180,848 11	
6 Increases .....	19	1,674 61	31,938 96	15,168 48	48,782 05	29,351 17	
7 Decreases .....							
8 Percentages .....	....	6.28	60.42	33.3	.....	48.27	
Cost per pupil:		\$ c.					
Counties .....	....	7 69					
Cities .....	....	11 54					
Towns .....	....	9 01					
Province .....	....	9 47					

## SEPARATE SCHOOLS.—Continued.

## Statement, Teachers, etc.—Concluded.

ture.					Teachers.				
Sites, and building school houses.	Maps, ap- paratus, prizes and lib- raries.	All other purposes.	Total am- ount ex- pended.	Balances.	Number of teachers.	Male.	Female.	Average salary made.	Av. salary, female (in addition to the Orders rec'd free resnce.)
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.				\$	\$
1 71 47	62 00	2,225 85	3,244 32		4	1	3	500	255
2 73 56	87 97	1,396 83	2,782 36	115 28	5		5		245
3 144 00	10 90	689 62	2,344 52	616 48	6	1	5	600	200
4 320 97		1,056 10	2,277 67	163 39	4		4		225
5 4,225 85	13 00	278 61	6,272 46	232 84	8		8		219
6	17 00	823 23	2,665 23	157 08	8		8		228
7		246 56	1,096 56	108 13	4		4		212
8 50 00		2,260 05	5,953 99		15	1	14	650	223
9		365 99	965 99	608 70	3		3		200
10 12,453 67		567 61	13,921 28		3		3		500
11 99 00		210 38	634 38		1		1		325
12	5 60	111 29	516 29	66 29	2		2		200
13 175 00	10 00	654 00	2,659 00		10		10		200
14		130 30	705 30	263 36	2		2		287
15	4 30	949 03	3,037 93	431 43	7	1	6	600	250
16 176 36		2,765 64	4,086 86	118 20	5	1	4	500	225
17		45 35	335 35	88 57	1		1		290
18	20 00	330 00	950 00	56 19	3		3		200
19 270 50		322 51	1,862 90	21 37	4		4		322
20 21 00		50 00	321 00		1		1		250
21 269 55	10 45	251 82	1,920 22	1,411 26	4		4		356
22		373 53	791 53		2		2		200
23 228 80		247 92	976 72	816 64	2		2		250
24		161 91	561 91	568 32	2		2		200
25		32 25	332 25	5 77	1		1		300
26 288 87		841 26	3,668 30	9 84	10	1	9	400	205
27 150 25	36 00	544 66	1,530 91	216 34	4		4		200
28 86 05		1,176 51	5,495 71		14	1	13	900	243
29		84 10	504 10	485 11	2		2		210
30 65 55		685 53	1,531 08	418 77	4		4		300
31		462 66	1,564 14	17 09	4		4		288
32 460 50		233 21	1,043 71	315 69	1		1		350
33 142 00		286 79	1,691 79	1,169 59	6	1	5	500	220
34		776 33	1,990 23	954 35	5		5		235
35 100 00		113 45	538 45	230 12	1		1		325
36 3,200 00		309 75	4,162 10	933 15	3		3		217
37		1,030 00	1,830 00	488 81	4		4		200
38 50 00	6 00	1,064 25	2,200 25		4		4		270
39 75	17 40	335 83	908 98	7 47	2		2		275
40 56 00	208 00	837 87	2,099 37	97 78	4		4		287
41	25 00	338 95	1,591 95	120 25	4		4		275
42 44 36		228 11	972 47	118 66	3		3		233
43 214 00		636 73	1,732 16	324 51	4		4		218
44		6 50	1,006 50	437 25	6		6		167
45 10 75		297 15	907 90	154 55	4		4		150
46		170 60	1,094 37	367 92	2	1	1	480	300
47 129 72		288 00	917 72	282 79	3		3		167
48	3 00	94 61	372 61		1		1		275
23,568 53	536 02	27,389 28	100,570 32	12,999 34	202	9	193	570	234
1 25,050 60	1,701 29	25,998 93	133,122 02	26,962 05	335	38	297	327	229
2 52,291 38	3,920 54	64,784 90	201,748 41	10,100 85	333	47	286	359	213
3 23,568 53	536 02	27,389 28	100,570 32	12,999 34	202	9	193	570	234
4 100,910 51	6,157 85	118,173 11	435,440 75	50,062 24	870	94	776	366	224
5 97,271 02	6,854 93	106,654 16	391,628 22	45,092 72	818	84	734	372	215
6 3,639 49		11,518 95	43,812 53	4,969 52	52	10	42		9
7	697 08								
8 23.18	1.41	27.14				10.8	89.2		

## ROMAN CATHOLIC

## II.—TABLE G.—Attendance, Pupils in the

Counties, (including incorpo- rated villages, but not cities or towns) etc.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.					Writing.	Arithmetic.	
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.			Fifth Reader.
1 Bruce .....	833	442	391	565	68	205	79	197	193	152	7	833	833
2 Carleton .....	1,469	709	760	844	57	601	256	277	231	97	7	1,469	1,469
3 Essex .....	2,075	1,065	1,010	1,178	57	771	331	362	336	255	20	2,075	2,075
4 Frontenac .....	396	198	198	223	56	86	43	65	87	104	11	396	396
5 Grey .....	285	150	135	137	48	67	37	49	73	54	5	285	285
6 Hastings .....	281	150	131	115	41	71	42	53	63	48	4	281	281
7 Huron .....	516	289	227	286	55	98	67	91	105	137	18	516	516
8 Kent .....	591	308	283	295	50	215	105	78	95	77	21	591	591
9 Lambton .....	79	41	38	38	48	14	13	10	18	20	4	79	79
10 Lanark .....	98	52	46	48	49	26	11	21	23	17	....	98	98
11 Leeds & Grenville	204	95	109	118	58	45	27	34	28	37	33	204	204
12 Lennox & Add ..	102	49	53	50	49	26	17	14	21	22	2	102	102
13 Lincoln .....	145	74	71	100	69	33	29	27	39	17	....	145	145
14 Middlesex .....	186	105	81	103	55	25	12	30	46	67	6	186	186
15 Norfolk .....	90	46	44	51	57	24	9	12	19	26	....	90	90
16 Northumberland.	221	110	111	119	54	40	39	57	44	35	6	221	221
17 Ontario .....	92	48	44	54	59	22	10	11	12	26	11	92	92
18 Peel .....	24	14	10	12	50	3	2	6	9	3	1	24	24
19 Perth .....	203	111	92	103	51	38	21	41	41	59	3	203	203
20 Peterborough....	35	17	18	17	49	11	4	6	3	10	1	35	35
21 Prescott & Russell	5,060	2,494	2,566	2,817	56	2,345	998	784	620	303	10	5,060	5,060
22 Renfrew .....	767	395	372	390	51	266	120	108	125	83	65	767	767
23 Simcoe .....	204	96	108	118	58	72	37	26	32	32	5	204	204
24 Stormont, Dundas and Glengarry..	1,210	567	643	530	44	433	201	230	179	154	8	1,210	1,210
25 Waterloo.....	610	338	272	353	58	132	93	138	154	92	1	610	610
26 Wellington .....	432	231	201	251	58	124	67	69	70	98	4	432	432
27 Wentworth.....	20	12	8	9	45	3	2	6	6	2	1	20	20
28 York .....	74	38	36	51	69	21	17	23	9	4	....	74	74
29 Algoma Dist., etc	167	106	61	106	63	67	52	25	18	5	....	167	167
30 Nipissing Dist...	850	399	451	333	39	449	124	129	90	47	11	850	850
Totals.....	17,319	8,749	8,570	9,414	54	6,338	2,865	2,979	2,789	2,083	265	17,319	17,319
Cities.													
1 Belleville.....	372	190	182	250	67	111	63	63	62	73	....	372	372
2 Brantford .....	345	179	166	249	72	79	50	78	66	72	....	345	345
3 Chatham .....	353	193	160	202	57	98	57	47	87	64	....	353	353
4 Guelph .....	361	176	185	259	72	57	65	89	81	69	....	361	361
5 Hamilton .....	1,608	793	815	1,203	75	474	243	305	276	240	70	1,608	1,608
6 Kingston .....	747	389	358	500	67	164	116	153	154	120	40	747	747
7 London .....	783	407	375	628	80	167	131	153	184	148	....	783	783
8 Ottawa .....	6,091	3,166	2,925	4,000	65	2,035	1,274	1,253	965	473	91	6,091	6,091
9 St. Catharines...	350	194	166	270	77	82	37	72	75	84	....	350	350
10 St. Thomas.....	232	119	113	185	80	56	50	33	33	60	....	232	232
11 Stratford .....	351	184	167	232	66	68	68	66	67	82	....	351	351
12 Toronto .....	5,072	2,615	2,457	3,438	68	1,343	776	1,134	1,040	589	190	5,072	5,072
13 Windsor .....	698	378	320	490	70	195	185	108	144	66	....	698	698
14 Woodstock .....	117	64	53	71	81	34	14	21	23	25	....	117	117
Totals...	17,480	9,047	8,433	11,977	68	4,963	3,129	3,575	3,257	2,165	391	17,480	17,480



## SEPARATE SCHOOLS.—Continued.

various branches of instruction, Maps, etc.

Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		
														Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.
1 833	599	601	515	133	305	178	606	6	4	2	.....	.....	.....	65	3	4
2 1,234	741	390	608	179	397	794	910	7	7	7	.....	.....	31	97	8	53
3 1,923	1,215	1,406	1,001	352	578	691	1,324	72	20	20	1	.....	303	153	16	45
4 396	312	200	297	129	210	129	283	13	12	7	.....	.....	91	59	5	4
5 285	181	65	161	93	114	96	159	4	2	2	.....	.....	28	37	2	19
6 254	172	67	192	67	105	85	202	5	4	4	.....	.....	32	51	2	6
7 510	351	273	306	155	215	193	337	17	17	17	8	.....	60	69	2	5
8 455	314	301	272	103	134	167	301	22	21	21	12	9	44	47	4	.....
9 79	53	.....	53	23	36	42	79	4	4	4	.....	.....	14	19	1	.....
10 98	46	29	54	27	40	22	77	.....	.....	.....	.....	.....	6	24	.....	.....
11 190	131	90	134	69	94	64	158	35	33	32	9	9	15	44	2	6
12 102	74	71	74	29	42	61	71	2	2	2	.....	.....	1	14	1	.....
13 145	111	145	128	18	56	145	145	.....	.....	.....	.....	.....	.....	11	.....	.....
14 186	163	167	148	72	114	134	186	5	6	5	.....	10	63	43	1	.....
15 90	57	90	66	26	45	26	90	.....	.....	.....	.....	.....	45	5	1	.....
16 189	178	.....	183	40	74	89	34	8	6	6	.....	.....	5	47	.....	.....
17 81	92	.....	70	37	49	49	.....	15	11	11	.....	11	37	8	.....	.....
18 24	19	.....	13	4	11	2	.....	1	1	1	.....	.....	3	10	.....	.....
19 203	143	138	143	55	85	73	108	4	3	3	.....	.....	51	37	.....	21
20 16	19	.....	16	6	10	10	.....	1	1	1	.....	.....	.....	6	.....	.....
21 3,431	2,342	845	1,943	339	1,032	874	906	27	9	8	.....	27	225	326	39	100
22 708	376	420	431	150	216	282	424	45	61	61	27	24	45	55	7	.....
23 204	139	144	95	37	33	46	157	5	5	5	.....	.....	18	18	1	6
24 1,069	589	647	515	183	242	173	846	8	8	5	.....	.....	18	68	2	22
25 600	442	421	411	124	287	266	568	27	1	1	.....	.....	103	68	2	61
26 396	246	277	235	153	183	165	243	3	3	3	.....	.....	26	64	3	13
27 20	15	20	15	3	9	3	20	1	1	1	.....	.....	3	4	.....	2
28 74	48	34	18	4	4	4	34	.....	.....	.....	.....	.....	.....	13	.....	.....
29 152	39	.....	39	.....	26	6	49	8	.....	.....	.....	.....	.....	11	1	.....
30 442	211	41	182	40	89	172	304	42	8	8	.....	37	119	54	6	32
14,389	9,418	6,882	8,298	2,650	4,835	5,041	8,621	387	250	237	61	127	1,386	1,527	109	399
1 372	198	.....	198	73	135	135	372	.....	.....	.....	.....	.....	.....	20	.....	.....
2 345	345	345	138	138	138	216	345	.....	.....	.....	.....	.....	72	13	.....	.....
3 353	353	353	198	151	151	151	353	.....	.....	.....	.....	.....	.....	8	1	.....
4 361	361	361	239	69	150	150	361	.....	.....	.....	.....	.....	.....	28	3	.....
5 1,608	1,608	1,608	1,608	463	636	1,608	1,608	96	96	96	.....	96	.....	166	8	.....
6 747	547	747	747	160	314	314	747	30	40	40	.....	15	25	54	.....	.....
7 783	783	783	783	148	332	783	783	.....	.....	.....	.....	.....	.....	30	6	.....
8 5,056	3,767	4,383	3,390	503	2,281	1,093	4,850	229	91	91	5	2	339	207	23	16
9 350	268	316	268	97	159	205	350	.....	.....	.....	.....	.....	.....	16	.....	.....
10 232	126	232	93	60	93	93	232	.....	.....	.....	.....	.....	.....	12	1	.....
11 351	215	351	149	82	149	149	351	.....	.....	.....	.....	.....	.....	21	.....	.....
12 5,072	2,928	5,072	2,978	756	1,603	566	5,072	167	151	151	.....	57	.....	306	.....	.....
13 698	488	698	698	66	210	698	698	.....	.....	.....	.....	.....	.....	7	2	.....
14 117	117	117	117	26	48	117	117	.....	.....	.....	.....	.....	.....	11	1	.....
16,445	12,104	15,066	11,604	2,792	6,399	6,278	16,239	522	378	378	5	170	436	899	45	16

## ROMAN CATHOLIC

## II.—Table G.—Attendance, Pupils in the

Towns.	Number of pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Almonte .....	141	71	70	98	69	56	13	15	15	42	...	141	141
2 Amherstburg ..	293	129	164	183	62	70	31	62	53	46	32	293	293
3 Arnprior .....	419	202	217	253	60	131	54	67	92	75	...	419	419
4 Barrie .....	155	81	74	110	71	36	19	28	37	35	...	155	155
5 Berlin .....	451	243	208	338	75	82	58	117	113	81	...	451	451
6 Brockville .....	399	194	205	282	71	73	57	100	92	77	...	399	399
7 Cobourg .....	222	114	108	156	70	65	22	52	46	37	...	222	222
8 Cornwall .....	969	472	497	586	60	313	251	193	108	104	...	969	969
9 Dundas .....	136	66	70	109	80	45	21	26	31	13	...	136	136
10 Fort William ..	172	85	87	114	66	65	32	24	23	28	...	172	172
11 Galt .....	76	34	42	65	85	12	12	19	20	13	...	76	76
12 Goderich .....	71	39	32	55	77	19	8	13	15	16	...	71	71
13 Hawkesbury ..	713	378	335	619	87	257	218	121	59	58	...	713	713
14 Ingersoll .....	76	35	41	66	74	22	10	14	19	11	...	76	76
15 Lindsey .....	361	149	212	219	61	82	48	69	52	67	43	361	361
16 Mattawa .....	323	147	176	169	52	124	59	46	24	60	10	323	323
17 Newmarket .....	60	30	30	39	65	24	4	17	...	15	...	60	60
18 Niagara Falls ..	156	85	71	107	68	35	22	33	38	28	...	156	156
19 North Bay .....	239	120	119	146	61	104	44	28	37	26	...	239	239
20 Oakville .....	43	26	17	24	56	14	4	8	9	8	...	43	43
21 Orillia .....	213	109	104	170	80	34	29	59	42	49	...	213	213
22 Oshawa .....	84	34	50	62	74	18	13	12	21	16	4	84	84
23 Owen Sound .....	117	62	55	77	66	20	12	20	38	27	...	117	117
24 Paris .....	62	30	32	48	77	8	7	16	9	22	...	62	62
25 Parkhill .....	47	19	28	30	64	6	13	7	13	8	...	47	47
26 Pembroke .....	541	280	261	352	65	154	112	110	76	89	...	541	541
27 Perth .....	245	132	113	168	68	66	26	41	56	56	...	245	245
28 Peterborough ..	791	386	405	493	62	194	155	167	157	118	...	791	791
29 Picton .....	49	26	23	36	73	11	9	13	6	10	...	49	49
30 Port Arthur .....	215	101	114	140	65	68	43	29	26	49	...	215	215
31 Prescott .....	206	119	87	137	66	41	16	43	46	60	...	206	206
32 Preston .....	87	51	36	61	70	20	8	20	23	16	...	87	87
33 Rat Portage .....	249	113	136	147	59	112	22	64	36	15	...	249	249
34 Renfrew .....	270	139	131	219	81	89	60	35	56	30	...	270	270
35 St. Mary's .....	61	25	36	45	74	19	5	8	19	10	...	61	61
36 Sandwich .....	165	72	93	86	52	48	23	36	38	20	...	165	165
37 Sarnia .....	222	104	118	143	64	46	32	58	37	49	...	222	222
38 Sault Ste. Marie.	276	161	115	162	59	79	68	64	31	34	...	276	276
39 Seaforth .....	106	54	52	59	56	17	15	19	23	32	...	106	106
40 Sturgeon Falls ..	306	133	173	155	51	198	49	28	9	17	5	306	306
41 Sudbury .....	258	131	127	161	62	89	67	36	24	36	6	258	258
42 Thorold .....	124	56	68	82	66	20	34	14	23	33	...	124	124
43 Trenton .....	232	106	126	140	60	55	28	51	34	64	...	232	232
44 Vankleekhill .....	263	122	141	154	58	85	52	43	37	46	...	263	263
45 Walkerton .....	188	91	97	156	83	36	22	46	41	43	...	188	188
46 Wallaceburg .....	141	79	62	92	65	47	30	16	16	32	...	141	141
47 Waterloo .....	129	59	70	90	70	27	19	37	29	17	...	129	129
48 Whitby .....	43	24	19	33	77	7	6	11	11	8	...	43	43
Totals .....	11,165	5,518	5,647	7,426	66	3,243	1,962	2,155	1,860	1,845	100	11,165	11,165
Totals.													
1 Counties, etc ..	17,319	8,749	8,750	9,414	54	6,338	2,865	2,979	2,789	2,083	265	17,319	17,319
2 Cities .....	17,480	9,047	8,433	11,977	68	4,963	3,129	3,575	3,257	2,165	391	17,480	17,480
3 Towns .....	11,165	5,518	5,647	7,426	66	3,243	1,962	2,155	1,860	1,845	100	11,165	11,165
4 Grand totals, 1902	45,964	23,314	22,650	28,817	63	14,544	7,956	8,709	7,906	6,093	756	45,964	45,964
5 " 1901	43,987	22,260	21,727	26,926	61	13,966	7,682	8,427	7,588	5,562	762	43,987	43,987
6 Increases .....	1,977	1,054	923	1,891	2	578	274	282	318	531	...	1,977	1,977
7 Decreases .....											6		
8 Percentages .....		50.72	49.28	63	...	32	17	19	17	13	2	100	100

SEPARATE SCHOOLS.—*Concluded.*various branches of instruction, Maps, etc.—*Concluded.*

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and prizes.		No. of trees planted on Arbor Day.
															Number of maps.	No of schools giving prizes.	
1	141	83	141	83	40	55	70	141						40	21	1	
2	261	195	293	192	51	104	45	208	23	32	32		32		11	1	
3	419	419	419	419	75	75	75	300	6						17		
4	155	155	155	100	35	72	35	155							12		
5	451	321	321	321	81	194	81	451							25		
6	399	269	399	269	77	169	117	399							19		
7	222	135	222	157	64	64	64	222							9		
8	969	505	969	505	104	212	212	969							25	1	
9	136	136	136	136	13	44	22	136							10	1	
10	172	172	172	75	28	51	51	172							1		
11	64	64	76	64	13	33	20	76							6		
12	71	58	71	31	31	31	31	71							8	1	
13	713	500	713	456	35	240	115	713	58						17		2
14	76	30		44	30	30	30	76							5		
15	361	361	182	162	110	162	110	361		43	43				12		
16	320	196	282	198	28	81	28		12	9	9			10	12		
17	60	60	60	32	15	15	15	60							10		
18	156	156	156	66	28	66	66	140							17		
19	239	239		91	26	63	26								10		
20	43	34	43	25	17	10	25	43							5	1	
21	213	150	213	150	49	91	91	213							11		
22	84	66	66	66	20	41	41	84	4	4	4		4		10	1	
23	117	85	117	117	65	85	117	117							4		
24	62	54	62	62	22	28	22	62							6	1	
25	47	28	47	28	8	21	8								9		
26	541	367	541	367	89	172	172	541							22	1	
27	245	179	245	112	56	112	153	245							1		24
28	791	502	730	597	173	335	335	731							34		
29	49	38		29	10	10	10								7		
30	215	185	215	215	75	75	75	215							6	1	
31	206	165	146	206	60	106	60	103							15		
32	87	67		67	16	39	21	87							10	1	
33	249	249	249	51	51	115	249								11		
34	270	181	86	86	30	30	30	270							11	1	
35	61	42	61	29	10	29	29								7		
36	165	84		84	17	58	84								3		
37	222	176		176	49	86	49								19	1	
38	276	197	276	197	65	65	129	276							6		
39	106	74	106	74	32	55	32	106							9	1	
40	306	108	306	306	22	31	22	306	8	5	5				6		2
41	258	258	258	169	42	102	102	258	6	6	6			42	8	1	
42	124	70	124	70	33	70	33	124							10		
43	232	232	232	232	64	98	98	232						98	10		
44	263	263	263	263	43	43	30	263							13		6
45	188	188	188	188	43	84	188	188							22	1	
46	141	64	141	64	32	48	48	64						64	8	1	
47	129	83	129	46	17	46	28	129							12	1	
48	43	23		30	8	19	8	43							8	1	
<hr/>																	
11,118	8,266	9,611	7,507	2,102	3,801	3,368	9,599	117	99	99			36	254	550	19	34
<hr/>																	
14,389	9,418	6,882	8,298	2,650	4,835	5,041	8,621	387	250	237	61	127	1,386	1,527	109	399	
16,445	12,104	15,066	11,604	2,792	6,399	6,278	16,239	522	378	378	5	170	436	899	45	16	
11,118	8,266	9,611	7,507	2,102	3,801	3,368	9,599	117	99	99			36	254	550	19	34
<hr/>																	
41,952	29,788	31,559	27,409	7,544	15,035	14,687	34,459	1,026	727	714	66	333	2,076	2,976	173	449	
40,646	27,454	27,865	25,211	7,130	14,057	13,505	29,203	952	760	756	165	706	1,203	2,974	128	514	
<hr/>																	
1,306	2,334	3,694	2,198	414	978	1,182	5,256	74						873	2	45	
<hr/>																	
91	65	69	60	16	33	32	75	2	2	2		1	4		44		



## COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.								Teachers' salaries.					
	Legislative grants.		Municipal grants (county).		Municipal grants (local).		School fees.			Balances and other sources.		Total receipts.		
	\$	c.	\$	c.	\$	c.	\$	c.		\$	c.			
1 Aylmer .....	879	05	1,481	38	1,650	00	910	50	110	00	5,030	93	3,750	00
2 Barrie .....	1,119	30	1,069	30	2,000	00	1,702	50	2,229	37	8,120	47	5,684	88
3 Brantford .....	1,295	33	.....	.....	7,900	00	2,639	65	629	38	12,464	36	8,900	00
4 Brockville .....	1,139	53	1,762	00	6,300	00	1,197	88	1,002	81	11,402	22	6,866	68
5 Chatham.....	1,286	68	1,809	37	5,280	00	1,325	90	514	30	10,216	25	7,800	00
6 Clinton .....	938	26	1,632	78	1,600	00	890	25	696	82	5,758	11	4,492	31
7 Cobourg .....	*1,040	34	940	34	3,556	50	965	05	764	84	7,267	07	4,995	00
8 Collingwood .....	974	54	924	54	2,300	00	945	00	665	80	5,809	88	4,370	00
9 Galt .....	1,239	61	2,007	40	4,000	00	1,884	50	247	44	9,378	95	7,020	83
10 Goderich.....	1,121	67	1,321	50	2,600	00	1,472	00	2,310	17	8,825	34	5,415	75
11 Guelph.....	1,147	36	256	00	6,630	00	433	50	275	31	8,742	17	6,316	63
12 Hamilton .....	+5,861	80	.....	.....	22,758	06	4,435	50	.....	.....	33,055	36	16,540	00
13 Ingersoll.....	1,001	32	1,575	61	2,436	00	594	50	201	27	5,808	70	4,740	00
14 Kingston.....	*2,415	65	.....	.....	5,394	00	4,300	20	1,525	39	13,635	24	9,595	56
15 Lindsay .....	1,304	17	1,829	16	3,950	56	1,662	75	158	54	8,905	18	6,666	65
16 London .....	*1,591	55	1,200	00	22,245	97	3,657	00	591	73	29,286	25	21,241	00
17 Morrisburg .....	1,074	16	2,385	37	2,388	33	378	00	3,352	52	9,578	38	5,111	62
18 Napanee .....	1,038	05	2,700	00	2,800	00	148	50	1,607	34	8,293	89	5,070	75
19 Niagara Falls .....	1,129	64	1,800	00	3,700	00	.....	.....	1,986	57	8,616	21	5,615	00
20 Orillia .....	1,064	89	1,014	89	2,800	00	1,355	95	1,865	65	8,101	38	5,047	14
21 Ottawa.....	1,288	81	.....	.....	40,995	00	8,617	33	393	84	51,294	98	17,130	00
22 Owen Sound .....	1,242	86	3,083	12	5,730	00	2,399	75	283	89	12,739	62	8,603	00
23 Perth .....	969	79	1,381	46	3,152	72	318	00	334	25	6,156	22	4,655	00
24 Peterborough.....	1,217	83	.....	.....	6,000	00	2,423	00	674	20	10,315	03	7,490	00
25 Renfrew .....	*1,717	21	1,480	68	2,450	00	3 00	.....	2,896	04	8,546	93	4,490	95
26 Ridgeway .....	926	42	2,393	40	2,000	00	889	00	3,280	81	9,489	63	4,550	00
27 St. Catharines .....	1,244	63	.....	.....	6,461	35	15 00	.....	1,017	54	8,738	52	7,052	40
28 St. Mary's .....	912	37	799	20	2,350	00	1,148	00	479	99	5,689	56	4,562	50
29 St. Thomas.....	1,344	31	1,592	86	7,271	08	1,166	00	170	00	11,544	25	8,340	00
30 Sarnia .....	1,057	90	1,945	74	3,778	00	115	00	1,375	91	8,272	55	5,776	11
31 Seaford .....	1,006	68	1,652	97	1,900	00	1,253	80	1,370	09	7,183	54	4,515	76
32 Stratford .....	*2,690	10	1,300	00	6,000	00	3,397	41	298	87	13,686	38	7,256	49
33 Strathroy .....	965	34	1,894	97	2,000	00	1,088	00	370	30	6,318	61	5,030	00
34 Toronto (Harbord) .....	1,369	39	.....	.....	15,047	33	3,323	00	6,066	92	25,806	64	19,850	00
35 Toronto (Jameson).....	1,340	70	.....	.....	15,047	33	6,073	00	63	35	22,529	38	15,885	00
36 Toronto (Jarvis).....	1,335	09	.....	.....	15,047	34	5,884	50	173	35	22,440	28	16,103	69
37 Toronto Junction.....	943	78	489	91	4,700	00	1,468	50	1,407	24	9,009	43	5,360	00
38 Whitby.....	848	32	1,270	89	2,400	00	434	75	232	74	5,186	70	4,066	64
39 Windsor .....	1,194	60	1,392	18	6,700	00	.....	.....	592	35	9,879	13	7,231	00
40 Woodstock .....	*1,741	71	1,776	72	3,400	00	1,993	02	549	88	9,461	33	7,160	00
Totals .....	54,020	74	48,163	74	264,719	57	72,909	19	42,771	81	482,585	05	310,351	34

\* Grant for Technical Education included.

† Grant for Normal College included.

## AND HIGH SCHOOLS.

## Financial Statement.

Expenditure.								
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.	Total expenditure.	Balances.	Charges per year.		
% c.	% c.	% c.	% c.	% c.	% c.	% c.		
1 .....	30 51	22 37	1,228 05	5,030 93	.....	.....	Res. Form I, \$5; others \$10.	
2 .....	33 15	97 06	1,236 74	7,051 83	1,068 64	.....	\$10.	
3 181 87	.....	89 09	2,587 43	11,758 39	705 97	.....	Res. \$10; non-res. \$16.	
4 .....	400 00	12 90	1,859 68	9,139 26	2,262 96	.....	Res. F. I \$5; res. F's II, III, IV, \$10; Co. \$5.	
5 272 83	.....	483 84	981 16	9,537 83	678 42	.....	Res. F. I free; res. other forms \$6; Co. \$10.	
6 .....	125 19	53 83	1,086 78	5,758 11	.....	.....	\$6, \$8, \$10.	
7 600 00	44 19	635 01	810 50	7,084 70	182 37	.....	Res. \$12; non-res. \$14; Co. \$7.50.	
8 9 00	111 34	34 15	874 82	5,399 31	410 57	.....	Town \$7 50; others \$10.	
9 203 75	191 66	113 75	1,512 41	9,047 40	331 55	.....	Co. \$10; others \$14.	
10 .....	91 59	41 70	613 73	6,162 77	2,662 57	.....	Res. \$5, \$7, \$10; Co. \$6, \$8, \$10; non-res. \$8, \$10, \$12.	
11 .....	299 31	40 54	1,775 93	8,432 41	309 76	.....	Res. free; Co. \$10; others \$20.	
12 .....	287 83	.....	16,227 53	33,055 36	.....	.....	Res. F. I \$2.50; others \$10; non-res. \$20.	
13 .....	80 26	236 72	562 94	5,619 92	188 78	.....	\$7.50.	
14 64 83	224 29	362 07	3,093 39	13,340 14	295 10	.....	Res. \$10, \$12, \$15, \$33; non-res. \$20; \$25; \$33.	
15 17 75	503 26	202 00	1,364 01	8,753 67	151 51	.....	\$7.50; \$10; \$20.	
16 .....	263 85	452 59	6,927 92	28,885 36	400 89	.....	City and Co. \$10; others \$30.	
17 407 89	357 97	.....	707 69	6,585 17	2,993 21	.....	Free.	
18 .....	93 09	96 73	1,093 40	6,353 97	1,939 92	.....	Co. free; others \$10.	
19 .....	614 20	154 36	1,583 71	7,967 27	648 94	.....	Free.	
20 250 00	189 60	168 00	1,186 47	6,841 21	1,260 17	.....	Town \$5; others \$10.	
21 25,340 54	47 93	78 40	3,345 03	45,941 90	5,353 08	.....	Res. \$20, \$25; non-res. \$45.50.	
22 64 40	183 36	69 48	1,721 75	10,641 99	2,097 63	.....	Res. \$8 to \$12; Co. \$10; non-res. \$12 to \$15.	
23 195 30	112 93	3 15	979 53	5,945 91	210 31	.....	Co. \$5; non-res. \$16.	
24 1,100 00	.....	.....	1,725 03	10,315 03	.....	.....	\$10; \$25.	
25 1,337 18	.....	158 03	936 23	6,922 39	1,624 54	.....	Town free; others \$15.	
26 1,374 26	205 70	180 00	3,162 09	9,472 05	17 58	.....	Res. \$6; others \$10.	
27 536 60	142 30	.....	1,003 59	8,734 89	3 63	.....	Res. free; others, \$16.	
28 .....	167 34	.....	720 61	5,450 45	239 11	.....	Res. 1st year free; thereafter \$5; others \$10.	
29 375 00	140 65	.....	2,688 60	11,544 25	.....	.....	City, F's I and II free; F's III & IV \$10; Co. \$10; others \$30.	
30 .....	.....	652 37	1,844 07	8,272 55	.....	.....	Free.	
31 184 00	7 79	126 85	807 94	5,642 34	1,541 20	.....	F. I \$6; F. II \$8; F. III, IV \$10.	
32 1,322 09	.....	108 15	3,351 13	12,037 86	1,648 52	.....	\$10.	
33 .....	37 31	.....	1,123 55	6,190 86	127 75	.....	F. I, town free; others \$10.	
34 .....	139 26	61 30	6,218 13	26,268 69	.....	.....	F. I free; others \$7 to \$32.	
35 .....	125 32	156 58	5,577 14	21,744 04	.....	.....	F. I free; F. II \$7 to \$23; F's III & IV \$32.	
36 .....	351 92	239 97	6,067 99	22,763 57	.....	.....	\$6 to \$32.	
37 1,468 28	.....	238 11	1,735 15	8,801 54	207 89	.....	\$10; \$15.	
38 .....	136 36	113 15	755 32	5,071 47	115 23	.....	Res. \$6; Co. \$7.50; others \$10.	
39 646 19	145 60	53 32	1,766 53	9,845 64	33 49	.....	Free.	
40 923 39	20 27	75 00	1,280 14	9,458 80	2 53	.....	City and Co. \$7.50; others \$10.	
36,875 15	5,910 33	5,610 57	94,123 84	452,871 23	29,713 82	.....	8 free; 32 fee.	

## COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.										Teachers' salaries.		
	Legislative grants.		Municipal grants (county).		Municipal grants (local).		School fees.	Balances and other sources.		Total receipts.			
	\$	c.	\$	c.	\$	c.		\$	c.				
1 Alexandria.....	627	86	746	94	2,123	00	.....	2,881	98	6,379	78	2,750	00
2 Almonte.....	701	30	701	30	2,750	03	210 75	343	22	4,706	60	3,310	30
3 Arnprior.....	599	19	599	19	2,100	00	91 00	1,220	60	4,609	98	2,450	00
4 Arthur.....	589	18	791	22	750	00	681 25	416	99	3,228	64	2,172	00
5 Athens.....	654	20	1,720	00	1,000	00	306 00	385	60	4,065	80	3,060	00
6 Aurora.....	605	16	700	00	600	00	599 00	455	40	2,959	56	2,106	00
7 Beamsville.....	472	96	530	00	710	00	15 00	431	27	2,159	23	1,850	00
8 Belleville.....	790	78	497	50	3,981	55	260 00	.....	.....	5,529	83	4,525	00
9 Berlin.....	782	23	2,364	44	2,350	01	1,241 00	196	79	6,934	47	4,618	36
10 Bowmanville.....	778	63	778	63	2,350	00	390 27	702	96	5,000	49	3,766	61
11 Bradford.....	562	27	562	27	600	00	623 50	131	46	2,479	50	2,071	35
12 Brampton.....	838	92	1,768	92	2,450	00	1,274 00	45	32	6,377	16	4,690	00
13 Brighton.....	455	00	695	07	900	00	196 85	334	47	2,581	89	1,724	98
14 Caledonia.....	551	78	1,320	87	920	00	40 50	719	83	3,552	98	2,139	95
15 Campbellford.....	603	92	603	92	1,939	01	710 25	146	44	4,003	54	2,841	17
16 Carleton Place.....	708	22	708	22	2,300	00	234 50	276	58	4,227	52	2,931	68
17 Cayuga.....	554	92	1,649	55	650	00	.....	539	23	3,393	70	2,150	00
18 Colborne.....	450	22	449	67	1,205	01	105 75	1,434	12	3,644	77	1,525	00
19 Cornwall.....	874	67	.....	.....	3,440	40	.....	2,182	61	6,497	68	4,649	76
20 Deseronto.....	642	77	642	77	1,500	00	213 75	775	90	3,775	19	2,566	68
21 Dundas.....	682	92	1,032	92	722	72	597 00	636	05	3,671	61	2,449	74
22 Dunnville.....	593	28	2,005	39	800	00	3 00	750	87	4,152	54	2,755	17
23 Dutton.....	565	87	1,483	48	500	00	538 00	229	96	3,317	31	2,265	00
24 Elora.....	534	08	713	08	800	00	559 25	61	86	2,668	27	2,100	00
25 Essex.....	656	63	656	60	500	00	3 00	1,173	70	2,989	93	2,521	33
26 Fergus.....	568	53	568	53	1,200	00	299 50	1,844	00	5,080	56	2,225	00
27 Forest.....	577	37	1,225	57	500	00	329 00	1,096	15	3,728	09	2,112	50
28 Fort William.....	921	30	.....	.....	2,500	00	.....	342	58	3,763	88	1,790	15
29 Gananoque.....	657	87	907	87	1,722	89	126 50	38	00	3,453	13	2,483	18
30 Georgetown.....	584	79	719	86	952	62	617 00	.....	.....	2,874	27	2,250	00
31 Glencoe.....	622	02	766	86	800	00	570 00	83	53	2,842	41	2,030	00
32 Gravenhurst.....	945	83	.....	.....	750	00	412 65	3	60	2,112	08	1,361	16
33 Grimsby.....	427	50	560	00	750	00	12 00	530	86	2,280	36	1,300	00
34 Hagersville.....	593	34	1,404	01	1,150	00	.....	1,871	25	5,018	60	2,269	89
35 Harriston.....	563	76	563	76	1,300	00	848 00	588	49	3,864	01	2,622	19
36 Hawkesbury.....	612	53	1,612	53	1,100	00	.....	634	67	3,959	73	2,212	00
37 Iroquois.....	709	96	1,657	39	400	00	362 00	1,544	09	4,673	44	3,070	00
38 Kemptonville.....	712	08	915	92	1,732	18	600 00	146	00	4,106	18	3,350	00
39 Kincardine.....	726	23	1,451	58	1,035	00	1,163 50	275	39	4,651	70	3,461	00
40 Leamington.....	670	14	1,278	67	1,400	00	25 50	911	82	4,286	13	3,131	67
41 Listowel.....	624	23	800	00	1,000	00	920 50	111	08	3,455	81	2,525	00
42 Lucan.....	673	31	673	31	600	00	1,011 00	583	42	3,541	04	2,790	00
43 Madoc.....	568	64	.....	.....	700	00	547 00	1,135	57	2,951	21	2,199	90
44 Markham.....	738	82	1,530	00	200	00	1,401 00	291	06	4,160	88	3,082	00
45 Meaford.....	755	25	1,593	03	1,185	00	744 50	92	11	4,369	89	3,250	00
46 Mitchell.....	639	17	799	20	1,100	00	563 90	297	50	3,399	77	2,475	10
47 Mount Forest.....	736	78	1,061	78	1,400	00	762 25	1,346	84	5,307	65	2,917	41
48 Newburgh.....	541	14	1,650	00	375	00	.....	403	75	2,969	89	2,220	00
49 Newcastle.....	466	60	466	00	1,000	00	117 00	659	69	2,709	29	1,250	00
50 Newmarket.....	637	34	782	00	800	00	784 20	237	31	3,240	85	2,346	13
51 Niagara.....	417	10	490	00	550	00	.....	191	20	1,648	30	1,250	00
52 Niagara Falls South.....	553	28	553	28	1,665	94	.....	551	77	3,324	27	1,941	26
53 North Bay.....	500	00	.....	.....	685	00	.....	.....	.....	1,185	00	676	64
54 Norwood.....	633	30	692	54	.....	.....	517 00	2,672	06	4,514	90	2,200	00



## AND HIGH SCHOOLS.—Continued.

## Financial Statement.—Continued.

Expenditure.										Charges per year.	
Buildings, sites and all permanent improvements.		Repairs to school accommodations.		Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.		School books, stationery, prizes, fuel, examinations and other expenses.		Total expenditure.		Balances.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1	89 46	140 00			2,125 81	5,105 27	1,274 51	Free.			
2	600 00				285 26	4,195 56	511 04	Res. \$1; Co. \$6; others \$11.			
3	33 28				408 30	2,891 58	1,718 40	Res. free; non-res. \$10.			
4	263 26	62 23	138 84		544 16	3,180 49	48 15	\$10.			
5		29 71	40 00		555 97	3,685 68	380 12	Res. free; Co. \$5; others \$10.			
6	20 78	14 39	22 23		331 11	2,494 56	465 00	\$10.			
7	8 41	10 00	20 92		679 19	2,068 52	90 71	Free.			
8	131 92		4 60		868 31	5,529 83		Res. free; \$25.			
9	189 70	54 31	255 69		1,816 41	6,934 47		\$10.			
10		78 13	33 40		947 67	4,825 81	174 68	F. I \$4; F. II \$6; Fs. III and IV \$7.50.			
11		56 79			316 00	2,444 14	35 36	Res. F. I free; others \$10.			
12	999 95		19 65		599 88	6,309 48	67 68	\$10.			
13		44 36	62 29		246 50	2,078 13	503 26	Res. free; Co. \$7.50.			
14	178 16	22 40			589 14	2,929 65	623 33	Free; other Co's \$4.50.			
15	227 63		29 92		904 77	4,003 54		H.S. Dist. \$6; Co. \$7.50; others \$10			
16		51 01	52 41		572 74	3,607 84	619 68	Res. free; Co. \$5; non-res. \$10.			
17		233 26	99 66		757 59	3,240 51	153 19	Free.			
18	193 60	91 50	56 94		442 02	2,309 06	1,335 71	Free; non-res. and Co. \$7.50.			
19	122 60	100 00			1,054 22	5,926 58	571 10	Free.			
20		67 73	22 00		901 29	3,557 70	217 49	Res. free; others \$10.			
21	122 79	11 69	40 00		532 23	3,156 45	515 16	Town, F. I free; \$9.50; \$10.			
22	95 00	52 42	10 00		500 51	3,413 10	739 44	Town and County free; others \$10.			
23	68 96	41 00	22 93		480 88	2,878 77	438 54	\$10.			
24	79 08	13 43	24 00		267 90	2,484 01	184 26	Village \$5; others \$10.			
25		164 67			219 09	2,905 09	84 84	Free; non-res. \$10.			
26		42 24			2,529 81	4,797 05	283 51	\$10.			
27	53 00	35 70			841 68	3,042 88	685 21	H.S. Dist. \$10.			
28	41 55		38 40		1,891 56	3,761 66	2 22	Free.			
29		211 91	68 00		690 04	3,453 13		\$5.			
30	6 00	62 10	50 50		505 67	2,874 27		F. I \$7; others \$10.			
31		18 65	96 59		684 79	2,830 03	12 38	Res. and Co. \$10; others \$20.			
32	64 84				653 66	2,079 66	32 42	\$10.			
33		92 04	23 27		166 77	1,582 08	698 28	Free.			
34	45 31	38 43	22 50		2,458 68	4,874 81	143 79	Free.			
35	260 00	153 91	100 70		652 83	3,789 63	74 38	\$10.			
36					586 98	2,798 98	1,160 75	Free.			
37	116 06		5 35		786 00	3,977 41	696 03	Free since Sept., 1902.			
38		62 30	15 11		678 77	4,106 18		Res. free; Co. \$5; others 80 % of cost of maintenance.			
39	49 08		84 28		502 88	4,097 24	554 46	H.S. Dist. \$8; others \$10.			
40		119 48	54 93		330 55	3,636 63	649 50	Co. free; non-res. \$10.			
41			50 50		619 19	3,224 69	231 12	Res. \$10; non-res. \$12.			
42	88 70		8 59		529 71	3,417 00	124 04	\$10.			
43		203 00	39 30		510 01	2,951 21		H.S. Dist. \$7; Co. \$10.			
44		143 76	50 77		389 16	3,665 69	495 19	\$10.			
45		277 59			781 85	4,309 44	60 45	Town \$6; others \$10.			
46			45 00		690 69	3,210 79	188 98	Res. \$6; non-res. \$10.			
47		120 09			2,245 07	5,282 57	25 08	\$10; res. in F. I free.			
48	20 00	42 00	33 88		360 31	2,676 19	293 70	Free.			
49			19 62		212 45	1 482 07	1,227 22	\$7.50.			
50	58 46	99 30	48 23		366 86	2,918 98	321 87	\$10.			
51		34 93	37 50		158 37	1,480 80	167 50	Free.			
52		43 35	11 71		375 24	2,371 56	952 71	Free.			
53					4 22	680 86	504 14	Free.			
54	780 31	50 00			1,833 34	4,363 65	151 25	\$6.			

## COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.							Teachers' salaries.
	Legislative grants.	Municipal grants (county)	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
55 Oakville .....	459 61	474 59	614 53	118 50	879 60	2,546 83	1,800 00	
56 Omemee .....	446 77	446 77	653 01	228 00	13 00	1,787 55	1,450 00	
57 Orangeville .....	783 52	1,050 00	1,950 00	1,286 00	130 51	5,200 03	4,312 68	
58 Oshawa .....	733 84	733 84	2,900 00	910 65	277 49	5,555 82	4,250 00	
59 Paris .....	630 84	630 84	2,200 00	245 50	26 72	3,733 90	2,648 88	
60 Parkhill .....	563 30	563 30		625 75	910 48	2,662 83	1,950 00	
61 Pembroke .....	701 09	701 09	3,123 50		32 05	4,557 73	3,623 50	
62 Petrolia .....	760 87	1,288 30	2,000 00	364 00	2,428 21	6,841 38	3,733 36	
63 Picton .....	853 21	2,507 12	3,5 0 00	8 00	141 00	7,009 33	4,516 66	
64 Port Arthur .....	1,101 94		2,250 00		637 74	3,989 68	2,400 00	
65 Port Dover .....	445 80	477 83	651 76		103 13	1,678 02	1,400 00	
66 Port Elgin .....	576 69	719 80	950 00	547 25	70 52	2,864 26	2,351 50	
67 Port Hope .....	815 11	815 11	2,183 40	1,079 00	560 50	5,453 12	4,333 34	
68 Port Perry .....	666 61	1,012 88	1,333 40	430 75	125 11	3,568 75	3,060 00	
69 Port Rowan .....	416 42	638 41	618 13			1,672 96	1,250 00	
70 Prescott .....	590 26	400 00	1,960 35	60 00	41 00	3,051 61	2,196 64	
71 Rat Portage .....	500 00		2,174 90		84 65	2,759 55	2,000 00	
72 Richmond Hill .....	467 82	808 14	100 00	487 00	366 93	2,229 89	1,499 99	
73 Sault St. Marie .....	500 00		1,300 00	278 00	1,528 35	3,606 35	2,400 00	
74 Simcoe .....	757 84	1,910 73	1,999 68	18 00	80 00	4,766 25	3,903 50	
75 Smith's Falls .....	673 13	673 13	2,113 40	204 00	77 00	3,740 66	3,270 00	
76 Smithville .....	497 42	685 00	800 00	134 60	611 48	2,728 50	1,752 50	
77 Stirling .....	468 26	468 26	350 00	249 00	831 16	2,366 68	1,692 33	
78 Streetsville .....	438 85	938 85	275 00	166 50	631 39	2,450 59	1,466 25	
79 Sydenham .....	555 82	1,600 00		455 00	88 97	2,699 79	2,146 99	
80 Thorold .....	598 54	597 79	1,400 00		393 85	2,990 18	2,220 00	
81 Tillsonburg .....	606 71	606 71	1,200 00	290 00	583 71	3,287 13	2,379 80	
82 Trenton .....	614 81	266 56	2,211 38	239 25	770 37	4,102 37	2,585 12	
83 Uxbridge .....	668 34	1,021 72	1,176 98	350 70	64 00	3,281 74	2,628 76	
84 Vankleekhill .....	820 21	1,870 21	1,000 00	93 00	833 47	4,621 89	3,150 00	
85 Vienna .....	430 56	580 00	500 00		781 16	2,291 72	1,196 30	
86 Walkerton .....	741 28	1,281 71	2,000 00	774 00	630 27	5,427 26	3,799 96	
87 Wardville .....	430 18	430 18	335 00	243 75	302 03	1,741 14	1,248 00	
88 Watford .....	500 59	900 59	600 00	233 50	68 25	2,302 93	1,950 00	
89 Waterford .....	587 70	1,331 87	600 00		862 55	3,382 12	2,120 00	
90 Watford .....	643 70	1,458 80		399 00	2,560 63	5,062 13	2,725 00	
91 Welland .....	655 26	1,510 16	1,650 00		628 83	4,444 25	2,899 96	
92 Weston .....	484 09	700 00	600 00	357 50	132 71	2,174 30	1,567 73	
93 Wiarton .....	587 48	815 90	1,000 00	383 00	205 46	2,991 84	2,350 00	
94 Williamstown .....	599 63	599 62	2,411 70		2,653 19	6,264 13	2,539 50	
1 Totals, High Schools ..	58,629 26	81,930 95	119,681 48	32,891 82	57,104 47	350,267 98	237,050 51	
2 " Coll. Institutes ..	54,020 74	48,163 74	264,719 57	72,909 19	42,771 81	482,585 05	310,351 34	
3 Grand totals, 1902 .....	112,650 00	130,124 69	384,401 05	105,801 01	99,876 28	832,853 03	547,401 85	
4 " 1901 .....	109,200 00	129,104 03	345,285 30	99,864 09	101,172 27	784,625 69	525,521 41	
5 Increases .....	3,450 00	1,020 66	39,115 75	5,936 92		48,227 34	11,880 44	
6 Decreases .....					1,295 99			
7 Percentages .....	13.53	15.62	46.15	12.70	12		71.12	
Cost per pupil .....	\$31.45							

## AND HIGH SCHOOLS.—Continued.

## Financial Statement.—Concluded.

## Expenditure.

Buildings, sites and all permanent improvements.		Repairs to school accommodations.		Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.		School books, stationery, prizes, fuel, examinations and other expenses.		Total expenditure.		Balances.		Charges per year.
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	
55	520 00			50 00		75 00		2,525 00		21 83		\$5; \$8.
56		108 10				229 45		1,787 55				H. S. Dist. free; others \$10.
57		83 42		140 58		663 35		5,200 03				Town \$9; others \$10.
58	304 58	162 22		98 05		740 97		5,555 82				F. I free; others \$7.50.
59		42 58		42 37		461 02		3,194 85		539 05		Town free; others \$10.
60		54 13				521 45		2,525 58		137 25		Res. \$6, \$8; non-res. \$10.
61	161 49	22 00		10 13		740 61		4,557 73				Free.
62		43 33		47 55		503 10		4,327 34		2,514 04		Free.
63		416 55		285 93		1,179 08		6,398 22		611 11		Town and Co. free; others \$10.
64				54 42		1,535 26		3,989 68				Free.
65				58 89		219 13		1,678 02				Free.
66						506 88		2,858 38		5 88		Res. \$6.50; Co. and non-res. \$10.
67				137 18		982 60		5,453 12				Co. \$7.50; Town and others \$9.
68	68 50			10 33		387 50		3,526 33		42 42		\$7.50.
69	100 00	28 75				294 21		1,672 96				Free.
70		32 15		23 80		769 78		3,022 37		29 24		Res. free; non-res. \$5.
71		15 00		291 75		452 80		2,759 55				Free.
72	196 45	12 60		8 38		264 25		1,981 67		248 22		\$10.
73	183 40			8 36		322 00		2,913 76		692 59		\$10.
74		29 95		108 50		724 30		4,766 25				Free; non-res. \$10.
75		26 22		101 12		343 32		3,740 66				Res. free; Co. \$5; others \$10.
76	8 28	23 30		25 31		229 19		2,038 58		689 92		Free; F. IV \$20.
77	1 35					467 45		2,161 13		205 55		Non-res. \$10.
78	86 87			50 16		146 86		1,750 14		700 45		\$5.
79	24 00			4 05		498 27		2,673 31		26 48		\$5.
80		89 09		2 50		378 91		2,690 50		299 68		Free.
81	85 07	4 50		20 25		688 03		3,177 65		109 48		Town, 1st year free; \$6.
82		551 00		56 00		274 06		3,466 18		636 19		\$10.
83						628 58		3,257 34		24 40		Res. \$5; non-res. and Co. \$7.50.
84	288 45					807 39		4,245 84		376 05		Res free.
85	44 97	39 00		54 88		299 16		1,634 31		657 41		Free.
86		130 83				460 13		4,390 92		1,036 34		\$10.
87		14 64		40 00		418 51		1,721 15		19 99		Res. \$7.50; Co. \$10; others \$13.
88		20 23		10 31		145 43		2,125 97		176 96		\$5.
89		4 00		14 95		452 05		2,591 00		791 12		Free.
90		19 25				1,267 49		4,011 74		1,050 39		\$10.
91		150 48		189 30		583 29		3,823 03		621 22		Free.
92	178 45	11 00		44 34		295 38		2,096 90		77 40		\$10.
93	8 00	115 35				479 10		2,952 45		39 39		Res. \$5; others \$10.
94	103 48			106 24		2,923 29		5,672 51		591 62		Free.
1	7,371 28	5,518 08		3,955 89		62,912 72		316,808 48		33,459 50		44 free; 50 fee.
2	36,875 15	5,910 33		5,610 57		94,123 84		452,871 23		29,713 82		8 free; 32 fee.
3	44,246 43	11,428 41		9,566 46		157,036 56		769,679 71		63,173 32		52 free; 82 fee.
4	24,190 84	13,537 47		10,351 41		144,531 39		728,132 52		56,493 17		46 free; 85 fee.
5	20,055 59					12,505 17		41,547 19		6,680 15		6 free.
6		2,109 06		784 95								3 fee.
7	5.75	1.49		1.24		20.40						



## COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.	Pupils and attendance.				Number of pupils in the						
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.	Canadian History.	English History.
1 Aylmer .....	70	91	161	99	116	149	161	161	161	116	144
2 Barrie .....	136	130	266	154	131	223	258	258	258	143	149
3 Brantford .....	161	215	376	225	262	337	373	373	373	220	252
4 Brockville .....	123	161	284	171	187	237	270	270	270	187	207
5 Chatham .....	166	199	365	199	365	345	365	365	365	184	300
6 Clinton .....	95	87	182	107	105	179	179	179	96	81	95
7 Cobourg .....	89	71	160	92	96	102	160	160	160	96	118
8 Collingwood .....	83	104	187	105	112	109	187	187	187	85	92
9 Galt .....	137	101	238	141	194	218	238	234	234	175	186
10 Goderich .....	118	146	264	157	175	240	260	260	260	72	138
11 Guelph .....	123	139	262	157	160	234	262	262	262	160	192
12 Hamilton .....	318	389	707	432	351	480	672	669	669	351	475
13 Ingersoll .....	74	70	144	74	115	132	140	140	140	114	113
14 Kingston .....	236	285	521	325	393	486	519	521	519	310	298
15 Lindsay .....	136	134	270	152	108	252	252	265	265	108	136
16 London .....	430	480	910	546	582	718	895	895	895	582	675
17 Morrisburg .....	134	104	238	150	125	212	238	238	238	212	212
18 Napanee .....	134	139	273	161	207	227	272	272	272	185	133
19 Niagara Falls .....	93	133	226	129	144	195	226	226	226	144	170
20 Orillia .....	131	150	281	173	139	261	275	275	275	130	163
21 Ottawa .....	334	226	560	337	434	466	560	305	560	340	218
22 Owen Sound .....	208	204	412	246	345	323	412	412	412	209	275
23 Perth .....	99	111	210	130	169	192	204	204	204	169	177
24 Peterborough .....	176	160	336	215	250	312	336	336	336	240	264
25 Renfrew .....	103	146	249	150	166	228	249	249	249	166	173
26 Ridgetown .....	82	102	184	102	122	173	184	184	184	122	144
27 St. Catharines .....	153	184	337	197	262	337	337	337	337	262	290
28 St. Mary's .....	100	140	240	142	107	196	236	236	236	236	236
29 St. Thomas .....	200	234	434	271	283	413	434	434	434	283	304
30 Sarnia .....	132	155	287	167	218	268	287	287	287	139	250
31 Seaforth .....	118	109	227	136	96	187	217	217	96	96	126
32 Stratford .....	157	197	354	206	246	305	349	349	315	150	320
33 Strathroy .....	86	112	198	129	180	180	190	190	190	110	125
34 Toronto (Harbord) .....	283	309	592	357	222	473	586	591	591	461	509
35 Toronto (Jameson) .....	200	201	401	242	308	352	401	401	375	133	394
36 Toronto (Jarvis) .....	274	290	564	308	280	526	564	564	564	232	401
37 Toronto Junction .....	121	116	237	125	162	198	237	237	237	184	201
38 Whitby .....	73	95	168	100	140	160	165	165	165	140	148
39 Windsor .....	159	181	340	191	212	211	334	256	186	143	143
40 Woodstock .....	132	184	316	197	225	260	316	316	316	210	210
Totals .....	6,177	6,784	12,961	7,697	8,494	11,096	12,800	12,480	12,401	7,680	9,166

## AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.

various branches of instruction.

	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.
1	78	116	149	155	107	18	91	48	85	1	149	1	78	...	79
2	146	139	201	239	215	23	187	138	86	5	242	5	145	22	85
3	154	150	388	363	270	35	172	86	147	7	248	15	260	92	166
4	120	163	237	235	235	25	156	55	98	7	222	13	216	75	142
5	123	184	345	290	190	20	197	106	64	4	270	27	204	18	75
6	74	81	157	176	148	17	115	42	81	6	146	9	131	28	56
7	64	96	118	160	160	12	110	64	6	6	12	1	140	35	38
8	88	85	113	123	89	15	87	77	68	8	109	2	55	12	68
9	44	104	189	211	154	10	38	34	101	1	140	5	141	56	99
10	150	127	242	260	153	20	148	72	125	4	135	4	155	30	96
11	102	160	234	232	232	32	145	61	32	5	194	1	183	80	160
12	317	291	489	668	458	106	403	165	376	37	640	10	386	243	211
13	40	60	132	142	141	7	61	31	64	.....	76	1	82	7	84
14	98	360	477	418	310	18	187	85	75	.....	354	10	393	152	189
15	142	108	252	203	169	28	162	92	86	.....	235	12	175	76	108
16	292	582	718	702	376	64	416	202	224	18	614	25	442	73	385
17	123	81	218	234	186	22	145	66	73	3	208	9	203	29	84
18	70	137	237	225	142	23	108	66	80	1	157	1	207	40	97
19	56	144	195	226	121	22	119	38	129	6	164	6	113	17	134
20	140	121	242	225	179	30	179	89	82	12	216	3	189	48	104
21	101	434	466	560	359	49	149	83	74	6	430	38	448	94	201
22	209	209	323	382	265	60	265	157	189	17	332	14	245	30	108
23	58	164	189	201	129	12	89	31	62	.....	180	13	131	21	55
24	96	240	290	330	190	20	90	61	146	2	146	1	105	35	146
25	83	166	228	210	153	7	63	64	68	.....	219	5	192	19	96
26	85	116	173	144	162	26	130	54	68	11	144	8	62	24	76
27	65	262	287	331	190	19	125	34	136	4	185	12	178	61	193
28	129	107	196	234	229	27	146	35	62	3	226	7	170	41	59
29	151	283	413	326	227	22	248	92	131	5	264	.....	156	40	170
30	83	222	268	287	111	14	152	38	139	.....	209	10	153	27	145
31	91	99	187	217	164	25	159	58	61	4	214	6	136	29	76
32	118	89	305	320	255	31	205	104	91	6	242	12	127	94	203
33	50	175	180	185	125	12	125	45	70	5	170	5	110	20	60
34	182	330	499	584	457	69	257	100	232	13	428	50	544	183	213
35	88	308	354	396	306	17	266	62	218	7	324	21	295	82	162
36	269	193	480	542	502	48	323	146	237	31	440	28	378	137	216
37	75	181	216	235	106	17	90	53	51	5	162	5	105	40	109
38	36	92	150	165	120	9	69	21	92	1	163	8	67	14	90
39	68	120	312	239	180	19	110	65	150	10	164	1	150	40	114
40	80	151	260	312	162	15	155	48	76	44	222	12	121	44	101
	4,538	7,290	11,059	11,687	8,417	1,065	6,442	2,968	4,435	305	9,395	416	7,771	2,148	5,053

## COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the

Collegiate Institutes.	Number of pupils in the various branches of instruction.								—Con.	
	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Vocal Music.	Drill, Calisthenics and Gymnastics.	Agriculture.	Manual Training.	Number passed Junior Leaving Pt. 1 Exam.	Number of Honors obtained by such pupils.
1 Aylmer .....	79			79		141			8	
2 Barrie .....	84	48	51	85		230			20	1
3 Brantford .....	192	94	49	166		351		174	15	1
4 Brockville .....	142	51	65	141					12	
5 Chatham .....	214	75	75	109		345			16	
6 Clinton .....	81	40	6	81		156			9	
7 Cobourg .....	62	60	52	42		140	4	74	19	
8 Collingwood .....	72	41	20	97		174			7	
9 Galt .....	106	59	35	101		222			17	3
10 Goderich .....	122	42		122		240			12	
11 Guelph .....	160	29	34	160		260			11	
12 Hamilton .....	228	73	20	220		530			38	1
13 Ingersoll .....	84	27	4	64		136			11	1
14 Kingston .....	219	95	95	135				115	11	
15 Lindsay .....	108	62		108		245			14	
16 London .....	385	177	59	332		900		260	58	3
17 Morrisburg .....	92	50	15	124		238	70		14	
18 Napanee .....	162	67	38	146		256			15	
19 Niagara Falls .....	134	75	38	124		200			16	
20 Orillia .....	142	60	75	87		265			15	
21 Ottawa .....	340	112		340		512			9	
22 Owen Sound .....	159	25	19	138		287			22	
23 Perth .....	57			112		198			10	
24 Peterborough .....	146	36		146		320			14	
25 Renfrew .....	96	39	39	57		103		53	28	
26 Ridgetown .....	76	36	22	58		173			15	2
27 St. Catharines .....	193	121	49	131		301			7	
28 St. Mary's .....	71	44	21	59		209			21	
29 St. Thomas .....	227	108	27	227		413			57	
30 Sarma .....	145	71	27	145		265			7	
31 Seaforth .....	72	23	27	72		204			24	
32 Stratford .....	150	75	50	203		100		214	14	1
33 Strathroy .....	65	55	35	60		175			23	1
34 Toronto (Harbord) .....	321	140	65	267		559			11	1
35 Toronto (Jameson) .....	184	85	24	195		332			14	
36 Toronto (Jarvis) .....	236	65	55	256		544			34	
37 Toronto Junction .....	109	50	50	129					11	
38 Whitby .....	90	47		90		152			16	
39 Windsor .....	164	66	66	180		320			15	
40 Woodstock .....	101	46	43	101		230		59	36	
Totals .....	5,870	2,469	1,350	5,489	.....	10,426	74	949	736	14



## AND HIGH SCHOOLS.—Continued.

various subjects and examination results.—Continued.

## Examination Results.

	Number passed Junior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam Pt. II.	Number passed Senior Leaving Pt. I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Departmental Matriculation Exam.	Number passed the Junior Matri- culation Exam. held by any University.	Number of first-class Junior Ma- trication Honors taken by pupils.	Number of second-class Junior Matriculation Honors taken by pupils.	Number passed the Senior Matri- culation Exam held by any University.	Number passed the Entrance Ex- amination other than the De- partmental, for any profession.
1	11				6		1		10	2	5	3		
2	26		1		4		5	1	15					2
3	20		4	13	5		4		16	7	8	25	3	5
4	21				1		2		10	12	2			6
5	14	2		8	5		4		4		3	9		
6	21		2		4	1	3	1	4		7	9		3
7	6								3					
8	10		1	6			2		4		1	1		4
9	5			5	3		3		10					
10	18				5		2		3	2				2
11	8			7	6		8		4		8	13		2
12	27				38	2	17	1	54	58	40	53		4
13	6	1							3			1		
14	10	1		7	2		1		17	5			5	8
15	23		3	3	4	2	3	2	10				4	
16	35		5	9	13		5		27		16	3	1	
17	25			1	1		2		3					2
18	20	2			11		6		3					2
19	14		2	6	3		3		8					2
20	24		2	4	5		6		5		5	3		2
21	8				7	1	3	2	19	31	2	6		
22	40				21	2	15	2	29		55	17	2	
23	14				2		4		6	5	3	4	2	2
24	12	1			4		3		29		3	3	1	
25	14								4		2			
26	16		2	2	2	3	4	2	12		4	6		3
27	7			8	1		1			9	3			7
28	15				10	1	9	1	7	2	18	34		
29	20				5		3		5					1
30	12				3		2		5	4		13		
31	15		1	1	8		5	1	10		1	1		
32	14				6		4		7	4	9	1		
33	11				4		2	1	8	2	4	4		
34	13	1		4	2		3		27		38	14		
35	8				3	1	1	1	53		30	2		
36	18	2			3		1		22	8	20	17		
37	19	2			4		2	2	9	5	26	2		
38	11	1			4		5	1	1	1				1
39	7			5			2		8			1		1
40	18				3		4		9		1	3		
	636	13	23	89	206	13	150	18	483	163	326	248	16	55

## COLLEGIATE INSTITUTES

## II.—Table I.—Attendance, Pupils in the

High Schools.	Pupils and attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
1 Alexandria .....	70	72	142	74	142	142	142	142
2 Almonte .....	70	63	133	79	107	122	133	133
3 Arnprior .....	62	78	140	76	140	140	140	140
4 Arthur .....	60	55	115	66	79	110	115	115
5 Athens .....	63	114	177	113	119	172	176	176
6 Aurora .....	48	48	96	56	96	96	96	96
7 Beamsville .....	43	31	74	38	60	70	74	74
8 Belleville .....	144	169	313	157	313	313	313	313
9 Berlin .....	99	92	191	115	153	166	188	189
10 Bowmanville .....	63	58	121	70	92	95	121	121
11 Bradford .....	52	57	109	67	81	108	109	109
12 Brampton .....	107	78	185	122	126	126	185	185
13 Brighton .....	34	46	80	48	41	80	80	80
14 Caledonia .....	53	55	108	73	61	105	108	105
15 Campbellford .....	62	72	134	79	88	128	134	42
16 Carleton Place .....	73	82	155	102	106	143	153	153
17 Cayuga .....	42	49	91	52	56	84	91	91
18 Colborne .....	33	34	67	39	38	67	67	67
19 Cornwall .....	108	119	227	130	225	206	227	225
20 Deseronto .....	37	77	114	74	73	111	114	114
21 Dundas .....	53	77	130	81	130	122	130	130
22 Dunnville .....	68	62	130	82	90	130	130	130
23 Dutton .....	80	115	195	111	82	190	190	190
24 Elora .....	57	53	110	59	79	110	110	110
25 Essex .....	50	64	114	65	74	102	114	114
26 Fergus .....	54	67	121	67	112	121	121	121
27 Forest .....	59	56	115	74	83	112	115	115
28 Fort William .....	21	39	60	29	42	47	49	53
29 Gananoque .....	44	83	127	76	104	118	127	127
30 Geergetown .....	47	58	105	63	73	97	102	102
31 Glencoe .....	49	42	91	53	63	83	88	88
32 Gravenhurst .....	33	42	75	37	43	65	75	75
33 Grimsby .....	20	49	69	33	55	63	68	68
34 Hagersville .....	45	47	92	53	63	82	90	90
35 Harriston .....	68	58	126	78	54	117	128	128
36 Hawkesbury .....	31	49	80	49	46	65	80	80
37 Iroquois .....	69	66	135	87	116	128	133	133
38 Kemptville .....	98	106	204	123	73	195	204	204
39 Kincardine .....	74	87	161	99	116	153	161	161
40 Leamington .....	62	66	128	74	64	107	128	128
41 Listowel .....	93	66	159	91	124	149	159	159
42 Lucan .....	73	74	147	96	79	125	147	147
43 Madoc .....	36	55	91	53	44	88	91	91
44 Markham .....	136	81	217	124	111	158	216	216
45 Meaford .....	71	77	148	83	75	119	142	142
46 Mitchell .....	55	61	116	77	80	116	116	116
47 Mount Forest .....	87	81	168	102	87	151	168	168
48 Newburgh .....	59	76	135	78	135	125	135	135
49 Newcastle .....	26	22	48	29	16	40	48	48
50 Newmarket .....	47	67	114	70	80	111	113	113
51 Niagara .....	19	26	45	22	36	44	44	44
52 Niagara Falls South .....	36	39	75	37	63	75	75	75
53 North Bay .....	26	28	54	47	31	50	54	54
54 Norwood .....	66	64	130	75	120	125	129	129
55 Oakville .....	27	49	76	44	60	75	76	76

## AND HIGH SCHOOLS.—Continued.

various subjects and examination results.—Continued.

in the various branches of instruction.

Supplementary Reading in English Literature.	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
1	142	142	64	41	100	142	64		64	30
2	133	107	109	33	109	121	59	2	53	17
3	140	127	129	35	127	138	81		81	29
4	115	63	44	37	79	110	115	5	80	32
5	176	70	70	118	67	172	139	3	125	108
6	96	67	75	29	67	88	65	8	65	21
7	74	64	64	14	60	74	33		32	6
8	313	234	234	53	141	253	160	21	145	60
9	189	153	153	58	130	163	96	7	76	35
10	121	74	74	32	75	100	113	11	54	23
11	80	81	84	42	81	108	80	3	41	19
12	185	126	126	59	126	165	180	15	69	36
13	80	41	41	39	41	80	56		56	39
14	89	80	105	47	89	98	105	5	78	21
15	42	88	88	46	88	130	130	4	73	46
16	141	32	110	37	101	143	109	12	75	12
17	91	56	56	28	56	84	91	7	61	17
18	67	38	38	24	38	67	39		39	29
19	225	186	75	52	179	209	177	10	37	12
20	73	73	73	41	73	111	114	3	80	14
21	130	101	101	51	101	130	80	3	80	30
22	130	90	95	40	96	125	128	4	84	19
23	195	80	90	86	60	162	190	33	165	165
24	110	22	84	43	79	102	108	6	41	35
25	114	49	49	65	49	102	114	12	65	33
26	121	63	63	48	63	112	121	9	30	30
27	80	83	83	55	83	112	115		79	81
28	21	9	50	10	46	53	52	1	23	4
29	127	64	104	35	104	118	126	2	63	26
30	102	73	81	41	73	97	104	9	44	21
31	88	52	56	39	53	81	87	4	60	22
32	75	43	75	32	43	63	75	2	25	30
33	68	52	52	19	55	63	65		31	6
34	90	63	67	38	63	82	89	4	38	20
35	128	54	68	60	54	117	109	11	74	45
36		52	60	33	42	63	79	10	42	11
37	133	94	99	57	94	129	133	7	81	29
38	195	73	89	106	73	195	202	16	160	76
39	161	92	116	69	168	153	131	10	112	20
40	128	64	74	64	56	107	128	10	73	45
41	159	111	111	59	159	149	159	3	72	59
42	147	79	63	68	79	125	146	21	110	38
43	91	44	44	43	44	91	91	2	14	17
44	216	111	120	102	109	158	217	19	171	104
45	125	69	69	50	65	119	137	20	94	44
46	116	93	93	36	91	116	116		72	31
47	168	87	104	81	87	151	168	17	112	60
48	135	79	79	56	79	125	135		85	20
49	48	36	36	12	36	40	48		16	6
50	113	80	80	31	80	113	108		72	27
51		27	38	8	38	44	45		9	3
52	75	63	63	16	63	75	75		47	16
53	54	31	31	23	31	50	54		32	23
54	129	110	110	44	110	129	120		87	30
55	76	56	56	18	53	75	76		52	39



## COLLEGIATE INSTITUTES

## II.—Table I.—Attendance, Pupils in the

High Schools.	Number of pupils in the various branches of instruction.— <i>Con.</i>											
	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Vocal Music.
1 Alexandria.....	101		132		140		100	100			100	
2 Almonte.....	58	1	87	3	56	6	57	90	65	46	88	
3 Arnprior.....	69		130	6	73	3	69	69			69	
4 Arthur.....	63		115		16	1	63	63	44		44	
5 Athens.....	67		176	5	90		86	67			98	
6 Aurora.....	67		80	4	75	8	67	67	31	31	31	
7 Beamsville.....	40		50		51		41	40			41	
8 Belleville.....	196	5	204	3	160	8	192	192			213	
9 Berlin.....	55	1	105	3	40	140	132	132	35	20	136	
10 Bowmanville.....	59		100	2	52	8	59	61	28		59	
11 Bradford.....	49		102		79	1	49	91	68		81	
12 Brampton.....	131	5	160	6	135	12	44	84	28		84	
13 Brighton.....			74		31		29	29			29	
14 Caledonia.....	61		100		33	7	61	61			61	
15 Campbellford.....	55		110		18	1	61	61			61	
16 Carleton Place.....	75		139	5	105	7	38	61			75	
17 Cayuga.....	30		74		50	5	30	30	14		30	
18 Colborne.....	28		67		32	10	28	28			28	
19 Cornwall.....	93		174	25	187	9	138	138	30		103	138
20 Deseronto.....	67		99		36	20	73	73			73	
21 Dundas.....	79		120	2	115	5	79	79			79	
22 Dunnville.....	54		119	1	77	20	70	85	19		70	
23 Dutton.....	34	7	190	4	26		82	44			44	
24 Elora.....	62		104		89	12	30	20			62	
25 Essex.....	53	4	70	8	35	14	49	50			49	
26 Fergus.....			115	4	110	6	26	26			26	
27 Forest.....	49		112	3	37	15	49	49			49	
28 Fort William.....			32		32	1	34	39	30		36	
29 Gananoque.....	46		81		74		64	64			64	
30 Georgetown.....	43		100	2	31	6	43	43			43	
31 Glencoe.....	34		82		64	4	35	35			34	
32 Gravenhurst.....	43		45		7	1	19	43	12		19	
33 Grimsby.....	29		43		29		41	41			41	
34 Hagersville.....	49		72		58	13	32	50			50	
35 Harrison.....	14		72	6	44	22	21	26	15	35	21	
36 Hawkesbury.....	42		62		77	8	42	42			42	
37 Iroquois.....	75	3	103	1	72	4	73	73	27		73	
38 Kemptville.....	65	1	195	8	95	7	73	73			73	
39 Kincardine.....	90		120	5	117	28	92	92	37	36	92	
40 Leamington.....	34		98		59	1	39	39			39	
41 Listowel.....	35		129	4	59	75	35	40			40	
42 Lucan.....	53	11	139		55	40	37	39	10	2	37	
43 Madoc.....	26		85		26	10	26	26			26	
44 Markham.....	52	6	211	4	167	6	46	46	52		46	
45 Meaford.....	44	3	136		89	38	38	42	12	26	38	
46 Mitchell.....	61		77		57		61	61			61	
47 Mount Forest.....	87		159	2	76	11	87	87			87	
48 Newburgh.....	79		118		75		79	79	40		79	
49 Newcastle.....	16		37		43	6	24	20			24	
50 Newmarket.....	34		49	1	52	7	34	42	35	41	36	
51 Niagara.....	11		32		21	2	23	31	18	22	23	
52 Niagara Falls South.....	42		68		15	2	42	47	37		42	
53 North Bay.....	19		54		54		31	40	42		19	
54 Norwood.....	45		120		39	10	70	61			54	
55 Oakville.....	56		52		17		39	56			56	

various subjects, and examination results.—*Continued.*

Examination results.																			
Drill, Calisthenics and Gymnastics.		Agriculture.	Manual Training.	No. passed Junior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Junior Leaving Pt. II. Exam.	No. of Honors obtained by such pupils.	No. passed Commercial Diploma Exam. Pts. I. and II.	No. passed Commercial Diploma Exam. Pt. II.	No. passed Senior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Senior Leaving Pt. II. Exam.	No. of Honors obtained by such pupils.	No. passed Departmental Matriculation Exam.	No. passed Junior Matriculation Exam. held by any University.	No. of first-class Junior Matricu- lation Honors taken by pupils.	No. of second-class Junior Ma- trication Honors taken by pupils.	No. passed Senior Matriculation Exam. held by any University.	No. passed Entrance Exam. other than Departmental, for any profession.
1				14	1	7								1					
2				3		5			2					1					
3	50			3		6								1				1	
4	115	35		10	1	11				1				5					
5				21		23								6					
6				16		4				1				2					
7				6		5								4					
8				23		14				1				8					
9	95			17		6				2				4					
10				7		12	2			1				3					
11		49		7		7				2				1					
12				19		16				8				5					
13		29		13	1	6								3					
14				14		9								2					
15				14	1	11				1				1					
16				16		10				2				3				2	
17				3		8				2				9					
18				6		8				2				4					
19	137			14		10				6				5	1				
20	73			4		8				1				1					
21	70			13		6				1				6					1
22	121			7		19				4				18				4	
23				9		8				1				2				1	
24				15		6				5				4					
25	102			16		15								3				1	
26				12		12								2					
27				6										2					
28		34		5		7								1					
29				12		10				3									
30				9		5				2				1					
31				7		6								3					
32				2		5								2					
33				6		1								1					
34				18		7				2				2					1
35				8		6								2					
36				12		10				1				4				1	
37				15		30				2				3					
38				27		11				4				6				1	
39				13		11				3				3					
40				9		14								2					
41	159			13		20				5				3					
42	73			8		15								3					
43				18		15				3				10					
44	120			10		24		1	1	4				10				1	
45	125			8		6								1					
46	116			10		13				4				4					
47	80			9		16								5			5		
48				5		1								2					
49				12		6		2						2					2
50				5		2													
51				3		3													
52				4		2													
53	54	19		7		13		1						2					2
54	60			10		7								4					
55				6		7													

## COLLEGIATE INSTITUTES

## II.—Table I.—Attendance, Pupils in the

High Schools.	Pupils in attendance.				Number of pupils			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
56 Omemee .....	33	40	73	40	73	72	73	44
57 Orangeville .....	118	108	226	129	125	190	219	223
58 Oshawa .....	108	93	201	113	167	177	201	201
59 Paris .....	56	56	112	68	82	82	112	112
60 Parkhill .....	71	53	124	79	68	110	124	124
61 Pembroke .....	102	65	167	95	137	149	167	167
62 Petrolea .....	62	85	147	99	104	142	147	147
63 Picton .....	103	132	235	136	148	191	231	232
64 Port Arthur .....	27	50	77	42	77	77	77	77
65 Port Dover .....	43	42	85	50	52	85	85	85
66 Port Elgin .....	56	42	98	60	80	98	98	98
67 Port Hope .....	98	96	194	110	115	171	194	194
68 Port Perry .....	47	59	106	53	106	101	102	106
69 Port Rowan .....	33	22	55	27	36	53	55	55
70 Prescott .....	35	56	91	54	54	82	91	91
71 Rat Portage .....	50	34	84	49	42	75	84	84
72 Richmond Hill .....	46	34	80	45	80	74	80	80
73 Sault Ste. Marie .....	47	67	114	63	89	110	114	114
74 Simcoe .....	90	92	182	97	102	168	182	182
75 Smith's Falls .....	62	113	175	106	175	170	175	175
76 Smithville .....	45	55	100	58	56	94	98	98
77 Stirling .....	25	36	61	40	58	58	61	62
78 Streetsville .....	28	28	56	30	44	56	56	18
79 Sydenham .....	69	97	166	83	111	156	166	166
80 Thorold .....	19	61	80	64	51	73	79	79
81 Tillsonburg .....	48	62	110	62	72	98	110	110
82 Trenton .....	49	52	101	59	62	96	101	101
83 Uxbridge .....	47	59	106	57	78	99	106	106
84 Vankleek Hill .....	82	111	193	118	112	183	192	192
85 Vienna .....	19	23	42	18	27	42	42	42
86 Walkerton .....	81	77	158	94	89	132	158	158
87 Wardsville .....	28	17	45	25	23	44	45	45
88 Waterdown .....	38	36	74	41	39	59	67	67
89 Watford .....	54	47	101	59	82	90	100	100
90 Watford .....	72	91	163	92	50	59	163	163
91 Welland .....	80	112	192	114	94	154	192	190
92 Weston .....	22	42	64	32	42	62	63	61
93 Wiarton .....	46	45	91	53	55	87	90	90
94 Williamstown .....	51	68	119	68	91	119	119	119
1 Totals, High Schools.	5,452	6,059	11,511	6,733	8,047	10,480	11,441	11,288
2 Totals, Collegiate Institutes..	6,177	6,784	12,961	7,697	8,494	11,096	12,800	12,480
3 Grand Totals, 1902 .....	11,629	12,843	24,472	14,430	16,541	21,576	24,241	23,768
4 Grand Totals, 1901 .....	10,869	11,654	22,523	13,224	15,574	19,401	22,126	21,988
5 Increases .....	760	1,189	1,949	1,206	967	2,175	2,115	1,780
6 Decreases .....								
7 Percentages .....	47.52	52.48	.....	59	68	88	99	97



## AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Continued.

in the various branches of instruction.

Supplementary Reading in English Literature.	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
56	73	29	51	22	29	73	44	.....	39	27
57	223	104	118	147	76	190	219	19	163	134
58	201	167	172	53	167	185	201	24	107	28
59	82	82	82	30	65	82	112	54	34	20
60	56	68	68	56	68	110	124	123	45	44
61	167	187	143	44	111	149	167	121	56	35
62	147	72	105	70	72	142	147	104	102	10
63	147	166	116	79	180	232	199	173	86	50
64	77	60	60	17	77	77	42	1	21	17
65	52	52	52	33	52	86	85	61	57	38
66	98	80	80	38	80	97	97	.....	58	19
67	194	97	116	75	97	168	174	19	52	21
68	106	75	80	45	75	98	102	12	73	10
69	.....	36	36	19	36	53	55	19	18	9
70	91	54	54	37	53	82	91	60	45	23
71	34	63	63	37	47	75	84	62	41	57
72	80	52	52	28	52	75	80	50	50	26
73	114	89	89	25	64	102	114	50	70	21
74	182	102	116	80	102	135	162	14	90	74
75	175	123	175	52	164	170	175	11	100	26
76	.....	56	60	44	56	95	99	5	68	44
77	58	29	29	34	29	58	62	4	42	30
78	56	44	44	18	44	55	56	.....	29	9
79	166	111	111	55	111	156	166	108	93	22
80	79	51	60	29	51	73	79	7	51	7
81	105	72	72	38	50	98	110	66	54	27
82	101	62	96	39	32	93	100	2	.....	.....
83	106	78	83	28	72	96	102	60	57	5
84	192	37	112	81	73	183	192	9	121	44
85	42	27	27	12	27	42	42	.....	42	26
86	158	89	121	69	53	142	158	30	118	36
87	45	30	30	22	30	45	45	.....	30	22
88	67	39	39	26	39	55	72	70	42	19
89	100	82	82	28	82	90	100	8	58	20
90	101	50	62	113	163	150	163	12	113	6
91	163	81	155	33	94	172	191	15	95	30
92	64	45	28	20	45	64	64	1	29	9
93	90	55	56	36	55	87	91	2	64	21
94	119	91	91	28	91	119	119	90	44	5
1	10,531	7,088	7,651	4,253	7,210	10,535	11,266	597	6,316	2,892
2	12,401	7,680	9,166	4,538	7,290	11,059	11,687	1,065	6,442	2,968
3	22,932	14,768	16,817	8,791	14,500	21,594	22,953	1,662	12,758	5,860
4	20,828	14,097	16,008	7,939	13,790	19,471	21,413	1,567	11,735	5,461
5	2,104	671	809	852	710	2,123	1,540	889	95	399
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	94	60	69	36	59	88	94	69	52	24

## COLLEGIATE INSTITUTES

## II.—Table I.—Attendance, Pupils in the

High Schools.	Number of pupils in the various branches of instruction.— <i>Con.</i>										
	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Vocal Music.
56 Omemees .....	33		54	4	33		29	29			29
57 Orangeville .....	76	3	207	11	97	21	75	75			75
58 Oshawa .....	46		154	7	110	55	167	167	51	92	148
59 Paris .....	54	1	75	3	50	20	58	60			58
60 Parkhill .....	32	2	122	7	65	5	68	68	60		68
61 Pembroke .....	70		129		88	9	80	109			109
62 Petrolea .....	44		122		93		49	49			49
63 Picton .....	67		184		198	41	70	107	47	50	102
64 Port Arthur .....	35		67		36		35	35			35
65 Port Dover .....	24		80	4	27	11	24	24			24
66 Port Elgin .....	59		89	1	45	4	39	55			55
67 Port Hope .....	40		137	6	67	21	72	93	87	76	72
68 Port Perry .....	46		93	3	65	5	66	66	42	42	47
69 Port Rowan .....	36		23	1	20		36	36	12		34
70 Prescott .....	29		64		45		31	36	35	36	30
71 Rat Portage .....	47		62		56		22	47			47
72 Richmond Hill .....	29		78	6	26	12	46	45	11	13	45
73 Sault Ste. Marie .....	65		99		100		40	81			64
74 Simcoe .....	45		125	4	70	25	55	45	10		45
75 Smith's Falls .....	123	1	162	6	115	23	123	123	25	29	123
76 Smithville .....	37	3	83		28	9	37	37	16		32
77 Stirling .....	29		36		15		29	29			29
78 Streetsville .....	42		55		29		44	44			44
79 Sydenham .....	54		130		48	21	58	111			111
80 Thorold .....	30		60	4	43	2	51	49	43	35	22
81 Tillsonburg .....	26		82		45		44	35			32
82 Trenton .....			77		46	11			12		
83 Uxbridge .....	19		65		52	33	46	50	34		46
84 Vankleek Hill .....	72		176	2	127		72	60	24	25	70
85 Vienna .....	27		40		6		27	27			27
86 Walkerton .....	43	3	145	11	70	78	31	64			64
87 Wardsville .....	23		40		9	2	23	23			23
88 Waterdown .....	18		56		54		19	19			19
89 Waterford .....	52		75	1	30	15	72	70			70
90 Watford .....	50		163		13	12	50	50			50
91 Welland .....	94		187	4	172	24	54	88			83
92 Weston .....	23		47		25	7	29	38	20	37	23
93 Wiarton .....	27		52	2	33	4	27	27			27
94 Williamstown .....	26		115	6	71	42	26	26			26
1 Totals, High Schools..	4,616	60	9,489	215	5,824	1,132	5,006	5,464	1,258	694	5,232
2 Totals, Coll. Institutes	4,435	305	9,395	416	7,771	2,148	5,053	5,870	2,469	1,350	5,489
3 Grand Totals, 1902....	9,051	365	18,884	631	13,595	3,280	10,059	11,334	3,727	2,044	10,721
4 Grand Totals, 1901....	8,256	309	19,029	672	13,024	3,065	8,653	10,051	3,191	1,666	9,720
5 Increases .....	795	56			571	115	1,406	1,283	536	378	1,001
6 Decreases .....			145	41							110
7 Percentages .....	37	1.5	77	2.6	55	13	41	46	15	8	44

## AND HIGH SCHOOLS.—Continued.

various subjects, and examination results.—Concluded.

				Examination results.															
Drill, Calisthenics and Gymnastics.		Agriculture.	Manual training.	No. passed Junior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Junior Leaving Pt. II. Exam.	No. of honors obtained by such pupils.	No. passed Commercial Diploma Exam. Pts. I. and II.	No. passed Commercial Diploma Exam. Pt. II.	No. passed Senior Leaving Pt. I. Exam.	No. of Honors obtained by such pupils.	No. passed Senior Leaving Pt. II. Exam.	No. of Honors obtained by such pupils.	No. passed Departmental Matriculation Exam.	No. passed Junior Matriculation Exam. held by any University.	No. of first-class Junior Matricu- lation Honors taken by pupils.	No. of second-class Junior Ma- tric. Honors taken by pupils.	No. passed Senior Matriculation Exam. held by any University.	No. passed Entrance Exam. other than Departmental, for any profession.
56				5	2														
57				16	23					1				13					
58				17	11					6				5				1	
59				8	1									2					
60	81			18	10					3				8					
61	117			5	11									18					
62	61			8	2					2				15	5	1	4		
63				19	21					2				7					
64				3	4									8	1				1
65				8	8									3	5				
66				12	11														
67				13	1	14	1			2			5	3	3	2	3		
68	106			5	7									2					3
69				1	5									1	1				1
70				4	7					1				2					
71	62			5	3									6					1
72				5	1									1					
73				8	5									3					
74	45			14	11					2			2	14					
75				15	14					5	1		2	6				1	
76		11		10	10					1			1	4					
77				7	6									1					
78				4	3									1					
79	69			13	8									3	1				1
80				5	5					1				3					
81				8	11									5					
82				8	3									11					
83	106			8	5					1			1	5					
84	182			16	13					1			3	2					
85	12			3	5									7					6
86				14	16					3			3	1					
87				3	1									2					
88				4	3									2					
89				9	9					3			3	6					
90				17	15					2			2	8					
91				4	9					2			5		1				
92				4	1									3					
93				12	5									1					
94				8	4														
1	2,341	166	11	937	13	831	16	3	3	108	1	95	5	367	28	24	18	14	22
2	10,426	74	949	736	14	636	13	23	89	208	13	150	18	483	163	326	248	16	55
3	12,767	240	960	1,673	27	1,467	29	26	92	316	14	245	23	850	191	350	266	30	77
4	12,428	150	254	1,995	130	1,487	21	15	38	306	15	225	13	912	176	286	222	42	90
5	539	90	706				8	11	54	10		20	10		15	62	44		13
6				322	103	20					1			62				12	
7	52	1	8	7		6	.1	.1	.4	1.3		1		3.5	.8	1.4	1	.1	.3



## COLLEGIATE INSTITUTES

## III.—Table K.—Miscellaneous

Collegiate Institutes.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Equipment.										Religious & exer			
				Value of Library (not including Supplementary Reading in English Literature.	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment.)	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds, and Furniture, not included in preceding items.	Schools using authorized Scripture Readings.	Schools opened with Prayer.	Schools closed with Prayer.	Schools using Bible.	
				\$	\$	\$	\$	\$	\$	\$	\$	\$					
1 Aylmer .....	B	4 $\frac{1}{2}$	..	614	19	697	140	36	680	85	300	15,000	..	1	..	..	
2 Barrie .....	B	3	..	612	..	703	136	5	1,730	90	..	8,238	..	1	1	..	
3 Brantford .....	B	4 $\frac{1}{2}$	..	615	48	891	108	27	1,000	128	..	18,000	..	1	..	1	
4 Brockville .....	S	2 $\frac{1}{2}$	..	705	76	1,017	184	10	..	299	..	25,770	1	1	1	1	
5 Chatham .....	B	1 $\frac{1}{2}$	..	753	..	1,379	167	10	600	146	50	30,000	1	1	1	1	
6 Clinton .....	B	3 $\frac{1}{2}$	..	680	..	817	125	5	765	68	21	9,500	1	1	1	1	
7 Cobourg .....	B	1	..	605	66	723	109	..	*	..	..	23,000	1	1	1	1	
8 Collingwood .....	B	1 $\frac{1}{2}$	..	537	31	656	82	6	1,200	29	..	15,000	..	1	1	..	
9 Galt .....	S	8 $\frac{1}{2}$	..	1,066	..	1,061	67	9	1,200	231	27	20,000	1	1	..	..	
10 Goderich .....	B	4 $\frac{1}{2}$	..	616	21	658	71	..	2,000	200	..	16,000	1	1	..	..	
11 Guelph .....	S	4	1	939	31	829	144	12	2,500	557	50	15,000	..	1	..	..	
12 Hamilton .....	B	3 $\frac{1}{2}$	1	1,012	..	1,480	154	..	*	909	50	156,919	1	1	..	1	
13 Ingersoll .....	B	2	1	599	80	804	121	4	811	231	..	15,000	1	1	..	..	
14 Kingston .....	B	2	1	674	108	640	75	25	..	..	100	35,000	1	1	1	1	
15 Lindsay .....	B	2	1	1,125	98	1,040	140	10	600	126	40	31,000	..	1	..	..	
16 London .....	B	3	1	889	..	2,780	217	40	*	298	760	80,000	1	..	..	..	
17 Morrisburg .....	B	1	1	657	32	1,254	132	17	980	188	130	12,400	1	1	..	..	
18 Napanee .....	B	3 $\frac{1}{2}$	1	776	74	931	126	..	800	252	..	26,000	1	..	1	1	
19 Niagara Falls .....	B	5 $\frac{1}{2}$	..	655	78	618	87	..	1,063	118	..	27,264	..	1	..	1	
20 Orillia .....	B	2	..	579	29	768	110	68	1,800	278	..	19,000	..	1	1	1	
21 Ottawa .....	S	3	..	1,179	80	1,425	271	150	2,040	184	100	100,000	1	1	1	1	
22 Owen Sound .....	B	1	1	1,299	48	1,798	122	20	..	25	50	20,000	..	1	1	..	
23 Perth .....	B	4	1	728	33	846	155	10	560	267	500	20,000	1	1	..	..	
24 Peterborough .....	B	1 $\frac{1}{2}$	1	613	155	886	149	25	600	160	..	..	..	1	1	..	
25 Renfrew .....	B	3	1	304	46	450	80	12	..	..	..	11,000	1	1	..	..	
26 Ridgetown .....	B	1 $\frac{1}{2}$	..	604	10	1,094	139	48	900	96	10	10,000	..	1	1	..	
27 St. Catharines .....	B	4	..	631	..	815	133	18	700	75	20	20,000	1	1	..	..	
28 St. Marys .....	B	2	..	617	49	626	120	25	700	84	..	16,000	..	1	1	..	
29 St. Thomas .....	B	2 $\frac{1}{2}$	1	815	55	916	110	18	983	374	..	20,000	..	1	..	..	
30 Sarnia .....	B	2 $\frac{1}{2}$	1	717	..	762	127	12	1,380	168	..	44,000	..	1	..	..	
31 Seaforth .....	B	2 $\frac{1}{2}$	..	762	..	731	138	5	600	66	..	15,000	1	1	..	..	
32 Stratford .....	B	8	..	933	..	1,146	220	26	..	117	..	40,000	..	1	..	..	
33 Strathroy .....	B	1 $\frac{1}{2}$	..	713	212	906	114	28	380	112	..	10,000	1	1	..	..	
34 Toronto (Harbord).	B	1 $\frac{1}{2}$	..	949	202	2,085	174	23	4,000	710	..	88,500	..	1	..	..	
35 " (Jameson).	B	1 $\frac{1}{2}$	..	1,421	192	2,225	155	15	4,000	790	..	62,000	1	1	..	1	
36 " (Jarvis).	B	1 $\frac{1}{2}$	..	1,336	..	1,176	268	39	8,257	643	20	56,000	1	1	..	1	
37 Toronto Junction .....	B	3	..	673	11	965	107	32	..	..	..	41,500	1	1	..	..	
38 Whitby .....	B	1	1	631	..	516	110	10	850	209	..	10,000	..	1	1	1	
39 Windsor .....	B	2	1	829	..	973	140	35	3,000	200	200	14,000	..	1	1	..	
40 Woodstock .....	B	1 $\frac{1}{2}$	..	986	77	1,405	154	15	2,000	174	70	15,000	1	1	1	..	
Totals .....	B S	36 4	95 $\frac{1}{2}$	16	31,448	1,961	41,502	5,481	850	48,679	8,687	2,438	1,216,091	20	39	11	14

\* Gymnasium is part of the main building.

AND HIGH SCHOOLS.—Continued.

Information.

Other cises.		Number of pupils in—				Number of pupils from—			Destination of pupils.						Occupation of parents.				
Religious instruction imparted. Commencement exercises.		Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other pro- fession.	Number who left for other occupations	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1.	1	56	40	47	18	72	87	2	7	5	...	8	3	8	28	86	31	16	....
2.	1	55	64	122	25	127	134	5	8	2	2	31	...	4	70	99	57	27	13
3.	1	90	180	118	38	284	86	6	27	2	2	12	7	12	110	83	147	36	....
4.	1	104	50	93	37	199	81	4	10	3	6	21	3	29	70	67	113	19	15
5.	1	109	183	53	20	263	109	3	22	10	5	14	2	4	142	99	92	32	....
6.	1	65	41	56	20	81	96	5	10	3	3	19	3	11	39	65	43	16	19
7.	...	38	58	52	12	118	42	...	20	4	1	10	...	5	39	40	75	5	1
8.	...	45	52	73	17	115	47	25	16	3	2	14	8	13	68	66	41	9	3
9.	1	66	128	33	11	138	85	15	22	7	5	8	7	18	23	61	105	9	40
10.	1	107	54	85	18	181	82	1	13	4	4	17	2	45	68	89	63	34	10
11.	1	58	102	70	32	210	43	9	22	1	1	8	5	20	96	41	64	22	39
12.	1	212	139	216	140	583	76	48	75	18	20	43	8	30	260	89	175	86	97
13.	1	48	51	37	8	85	50	9	7	8	1	4	...	30	44	46	35	11	8
14.	...	356	47	99	19	443	69	9	21	1	6	8	8	61	184	75	164	73	25
15.	1	60	68	114	28	164	91	15	22	5	2	23	11	31	84	83	44	27	32
16.	...	326	256	235	93	742	143	25	80	5	17	27	11	132	347	109	258	74	122
17.	1	56	69	97	26	92	141	5	12	4	1	20	5	1	25	101	41	13	58
18.	1	112	83	50	28	152	112	9	12	17	2	16	6	15	76	102	45	25	25
19.	1	75	69	56	26	131	77	18	7	6	4	4	6	32	70	63	43	19	31
20.	...	47	99	102	33	163	61	57	4	3	1	19	2	46	76	68	57	45	35
21.	1	340	94	82	44	479	61	20	49	18	26	11	6	32	161	61	85	221	32
22.	1	120	92	133	67	214	136	62	10	8	11	53	5	42	145	98	97	35	37
23.	1	112	36	46	16	150	56	4	16	3	7	10	3	27	47	54	69	34	6
24.	...	146	94	72	24	266	68	2	50	5	5	14	3	23	77	44	124	66	25
25.	1	67	109	76	7	137	109	3	16	17	3	14	...	12	62	80	65	5	37
26.	1	30	69	59	26	72	110	2	8	16	6	14	5	11	32	72	35	22	23
27.	1	134	128	47	28	213	120	4	29	19	6	10	15	13	96	72	89	27	53
28.	1	59	48	102	31	124	52	64	16	15	3	18	...	12	59	101	46	19	15
29.	...	120	163	130	21	330	104	...	60	9	6	17	3	14	173	104	129	13	15
30.	...	93	111	64	19	216	68	3	8	2	2	7	4	24	71	52	84	48	32
31.	...	56	50	91	30	102	113	12	10	8	5	20	6	...	80	130	55	6	6
32.	1	114	89	112	39	254	76	24	40	4	6	16	...	22	95	80	134	31	14
33.	1	61	82	36	19	105	90	3	10	45	5	10	15	25	38	93	37	24	6
34.	1	219	188	136	49	587	5	...	79	...	2	15	...	85	307	2	125	73	85
35.	1	175	133	67	26	383	10	8	46	4	4	6	4	50	135	32	143	35	56
36.	1	204	189	136	35	536	20	8	63	5	22	14	11	12	272	12	186	80	14
37.	1	129	33	52	23	118	47	72	20	12	10	8	3	40	61	43	65	24	44
38.	1	92	36	27	13	93	72	3	10	20	1	12	...	5	34	40	52	24	18
39.	1	134	126	60	20	249	91	...	32	4	2	9	6	37	78	66	111	12	73
40.	1	101	124	68	23	185	126	5	...	...	...	...	...	...	107	87	50	33	39
..	30	4,581	3,767	3,404	1,209	9,146	3,246	569	989	325	223	604	186	1,033	3,999	2,855	3,474	1,430	1,203

## COLLEGIATE INSTITUTES

## III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Equipment.										Religious and exer			
			Schools under United Board.	Value of Library (not including Supplementary Reading in English Literature.)	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps and Globes.	Value of Models for Drawing.	Value of Gymnasium (not including Equipment.)	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Value of School Buildings, Grounds and Furniture, not included in preceding items.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using the Bible.
1 Alexandria...	B	1 <sup>3</sup>	1	\$0	\$	\$	\$	\$	\$	\$	\$	\$8,000	1	1	1	1
2 Almonte	S	1	1	820	73	428	78	12		9			1	1	1	1
3 Arnprior...	B	1	1	310	20	361	87			38		8,225	1	1	1	1
4 Arthur	B	3	2	272	36	579	27	31		6		5,600	1	1	1	1
5 Athens	S	2	2	435	64	448	69	10		4		6,000	1	1	1	1
6 Aurora	B	4	1	336	73	443	69	8				8,000	1	1	1	1
7 Beamsville	B	1	1	309		287	70					6,000	1	1	1	1
8 Belleville...	B	1 <sup>4</sup>	1	286	49	507	162	21				17,000	1	1	1	1
9 Berlin	B	4	1	398	17	1,360	46	20		22		15,000	1	1	1	1
10 Bowmanville	B	1 <sup>3</sup>	1	554	35	495	63	8		2		18,500	1	1	1	1
11 Bradford	B	3	1	291	16	328	49	42		25	25	6,000	1	1	1	1
12 Brampton...	B	5	1	400	56	588	67	34		10	50	8,000	1	1	1	1
13 Brighton	B	1	1	270	28	313	42					3,500	1	1	1	1
14 Caledonia	B	2	1	424		559	33	4				5,000	1	1	1	1
15 Campbellford	B	1	1	290	33	471	29					8,000	1	1	1	1
16 Carl't'n Place	S	1	1	485	225	394	54	4		3	20	8,717	1	1	1	1
17 Cayuga	B	1	1	218		346	23		40			4,000	1	1	1	1
18 Colborne	B	1	1	258	9	352	87	5				8,500	1	1	1	1
19 Cornwall	B	1	1	474		470	158	13				15,000	1	1	1	1
20 Deseronto	B	3	1	294	37	394	86	4	300	210	55	16,000	1	1	1	1
21 Dundas	B	2	1	471	12	541	109	20		39		6,000	1	1	1	1
22 Dunnville	B	1	1	363	17	467	65	23				5,500	1	1	1	1
23 Dutton	B	1	1	201	18	534	31					4,800	1	1	1	1
24 Elora	S	1	1	184	29	384	43	2				5,900	1	1	1	1
25 Essex	B	3 <sup>1</sup>	1	287	65	470	68	28	700	231		10,000	1	1	1	1
26 Fergus	S	2	1	234	17	240	65					4,000	1	1	1	1
27 Forest	B	2	1	306		306	62	21				10,000	1	1	1	1
28 Fort William	B	1	1	89	47	186	57	3				15,000	1	1	1	1
29 Gananoque	B	1	1	476	44	485	108					27,000	1	1	1	1
30 Georgetown	B	4	1	230	25	346	71	10		5		12,782	1	1	1	1
31 Glenoe	B	2	1	316	44	566	55	28				9,000	1	1	1	1
32 Gravenhurst	B	7 <sup>3</sup>	1	161	28	357	46					8,000	1	1	1	1
33 Grimsby	F	1	1	168	6	296	29	10				2,000	1	1	1	1
34 Hagersville...	B	1 <sup>3</sup>	1	316		458	54	28				6,000	1	1	1	1
35 Harriston	B	3	1	153	2	446	56	25				8,000	1	1	1	1
36 Hawkesbury.	B	1	1	736	5	394	45					12,000	1	1	1	1
37 Iroquois	B	1 <sup>4</sup>	1	601	6	1,039	133	18		24	250	15,000	1	1	1	1
38 Kemptville	B	2	1	300		406	68			18		19,000	1	1	1	1
39 Kincardine	B	4	1	473	94	627	89	34		14		5,150	1	1	1	1
40 Leamington	B	1 <sup>3</sup>	1	259	48	419	92	32		11		8,000	1	1	1	1
41 Listowel	B	2 <sup>4</sup>	1	333		404	64		250	42		7,000	1	1	1	1
42 Lucan	B	3	1	227	85	601	73	18				10,000	1	1	1	1
43 Madoc	B	1	1	172		408	90					8,000	1	1	1	1
44 Markham	B	2 <sup>4</sup>	1	253	6	776	46	38		13		6,000	1	1	1	1
45 Meaford	B	3 <sup>4</sup>	1	282	9	513	46	7	1,250	171		12,500	1	1	1	1
46 Mitchell	B	1	1	232		412	64	21	566	225	1	2,500	1	1	1	1
47 Mount Forest	B	2 <sup>4</sup>	1	592	37	548	38			10		12,000	1	1	1	1
48 Newburgh	S	1 <sup>4</sup>	1	426	35	331	58					2,500	1	1	1	1
49 Newcastle	B	2	1	169		309	52	4				8,000	1	1	1	1
50 Newmarket	B	2 <sup>4</sup>	1	162	36	431	74	20	350	87		11,000	1	1	1	1
51 Niagara	B	1	1	145		155	72	15				3,500	1	1	1	1
52 Niagara F.S.	B	2	1	239	29	344	41	3		30		10,000	1	1	1	1
53 North Bay	B	1 <sup>4</sup>	1			210							1	1	1	1
54 Norwood	B	10	1	359		308	21			2		8,000	1	1	1	1
55 Oakville	B	1	1	285	2	254	25	2				3,400	1	1	1	1



## AND HIGH SCHOOLS.—Continued.

## Information.—Continued.

other cises.	Religious instruction imparted.	Commencement Exercises.	Number of pupils in—				Number of pupils from—			Destination of pupils.					Occupation of parents.					
			Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the county.	Other counties.	No. who entered Mercantile life.	No. who became occupied with Agriculture.	No. who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occu- pations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.
1	1	1	78	23	41	...	133	4	5	1	3	2	7	...	9	16	79	40	5	2
2	1	1	28	72	31	2	99	28	6	11	4	...	3	1	11	42	32	41	10	8
3	1	1	59	43	35	3	102	21	17	4	...	...	6	...	30	6	25	108	1	...
4	1	1	35	33	36	11	112	...	3	5	8	2	9	...	3	37	63	6	1	8
5	1	1	38	55	81	3	76	101	1	5	3	19	2	2	2	30	103	25	9	10
6	1	1	31	36	21	8	48	43	5	5	4	2	2	1	8	23	41	16	9	7
7	1	1	41	19	14	...	37	35	2	9	7	...	1	1	9	15	35	21	3	...
8	1	1	192	67	33	21	269	44	...	12	10	5	9	2	...	93	44	133	18	25
9	1	1	74	58	50	9	104	87	...	11	10	3	5	9	20	79	25	34	29	24
10	1	1	59	33	20	9	80	41	...	8	4	1	4	...	10	31	36	31	8	15
11	1	1	29	38	39	3	43	66	...	5	6	...	7	...	5	14	78	8	9	...
12	1	1	84	42	39	20	101	80	4	6	12	5	14	3	10	38	94	40	8	5
13	1	1	22	19	39	...	34	46	...	4	3	...	4	...	6	14	41	6	6	13
14	1	1	30	31	39	8	40	55	13	3	3	...	6	...	6	21	63	11	9	4
15	1	1	61	27	42	4	96	31	7	7	1	...	12	...	4	31	56	32	5	10
16	1	1	75	31	37	12	113	34	8	7	3	1	9	6	18	29	40	61	18	7
17	1	1	30	26	28	7	26	65	...	12	5	...	2	...	14	10	54	13	7	7
18	1	1	28	10	29	...	47	20	...	2	2	1	5	2	8	23	15	12	4	13
19	1	1	110	54	47	16	131	84	12	17	3	1	9	5	25	55	78	32	23	39
20	1	1	34	39	38	3	86	18	10	11	1	...	6	4	10	34	30	45	4	1
21	1	1	50	29	51	...	84	46	...	2	1	2	4	...	3	52	28	28	16	6
22	1	1	45	45	35	5	81	42	7	10	2	...	5	...	10	45	40	33	10	2
23	1	1	30	52	80	33	70	121	4	3	6	4	9	...	6	15	105	41	7	27
24	1	1	37	30	37	6	56	54	...	6	6	1	10	...	2	26	48	14	12	10
25	1	1	49	25	28	12	51	62	1	7	3	...	6	...	10	32	46	16	12	8
26	1	1	26	37	49	9	80	41	...	13	7	4	13	...	...	25	40	30	15	11
27	1	1	33	28	49	6	55	58	2	1	3	2	6	2	16	17	70	14	4	10
28	1	1	34	15	10	1	60	...	...	4	...	1	...	6	2	10	2	25	8	15
29	1	1	43	44	40	...	87	26	14	6	...	3	8	...	18	30	45	36	14	2
30	1	1	30	27	38	10	45	35	25	8	3	...	5	...	10	20	42	17	8	18
31	1	1	22	27	37	5	44	47	...	3	1	1	4	...	17	15	45	14	6	11
32	1	1	19	24	30	2	56	14	5	6	3	4	6	6	5	19	17	28	7	4
33	1	1	31	19	19	...	35	24	10	2	3	...	4	1	2	14	40	8	5	2
34	1	1	34	17	35	6	41	51	...	3	1	...	3	...	10	16	47	20	5	4
35	1	1	29	23	60	14	75	20	31	5	5	...	5	2	2	48	48	15	10	10
36	1	1	34	12	23	11	31	39	10	7	1	...	3	1	8	26	27	17	9	1
37	1	1	52	37	37	9	46	70	19	4	8	...	5	1	11	18	69	31	16	1
38	1	1	43	54	91	16	68	49	87	1	2	5	15	...	...	40	85	45	15	19
39	1	1	48	44	57	12	82	79	...	9	5	7	13	...	13	32	87	23	16	3
40	1	1	39	25	54	10	62	62	4	3	3	1	9	...	6	22	45	20	14	27
41	1	1	35	65	56	3	88	42	29	5	4	7	7	2	5	37	64	35	15	8
42	1	1	37	42	47	21	59	88	...	2	2	1	10	2	11	31	75	10	12	19
43	1	1	26	18	45	2	46	44	1	4	3	1	14	4	3	14	39	20	10	3
44	1	1	46	65	87	19	30	168	19	24	10	5	14	...	14	42	99	41	16	19
45	1	1	38	37	50	23	70	74	4	2	3	1	13	...	...	34	57	17	23	17
46	1	1	44	36	36	...	64	52	...	6	3	1	6	1	2	14	49	31	8	14
47	1	1	48	39	64	17	100	24	44	4	2	7	13	2	10	36	54	36	26	16
48	1	1	32	47	56	...	34	95	6	10	10	4	5	1	4	15	80	25	5	13
49	1	1	16	20	12	...	20	28	...	2	3	...	...	...	7	5	14	13	3	13
50	1	1	34	46	31	3	67	44	3	6	4	...	4	...	13	18	31	51	3	5
51	1	1	20	18	5	2	25	20	...	...	6	...	...	...	6	4	20	15	3	8
52	1	1	28	31	16	...	73	2	...	2	3	...	2	...	5	15	30	23	2	5
53	1	1	31	14	9	...	49	1	4	2	...	...	...	...	3	26	3	13	2	19
54	1	1	40	46	44	...	60	51	19	4	10	...	10	...	6	15	72	26	6	12
55	1	1	37	18	21	...	42	84	...	5	2	...	4	2	3	22	28	15	8	3



AND HIGH SCHOOLS.—*Concluded.*Information.—*Concluded.*

and other uses.	Number of pupils in—				Number of pupils from—			Destination of pupils.						Occupation of parents.						
	Schools using Bible. Religious instruction imparted. Commencement Exercises.	Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other counties.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	No. who entered the professions of Law, Medicine and the Church.	Number who became teachers.	No. who entered any other profession.	No. who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.	
56	29	22	22			42	25	6	1	2	1	2	6	6	3	43	8	6	13	
57	1	56	48	101	21	100	76	50	16	4	6	20	4	22	62	98	31	16	19	
58	1	94	54	29	24	123	64	14	17	8	1	10		16	46	69	57	20	9	
59	1	58	24	23	7	80	29	4	9	8		1		10	23	34	37	5	13	
60	1	31	37	45	11	63	56	5	6	2		8		1	30	70	14	5	8	
61	1	57	66	38	6	123	41	3	11	1	6	6	1	14	49	34	41	27	10	
62	1	72	32	37	6	88	58	1	11	4	6	2	3	15	25	33	56	10	23	
63	1	56	94	68	17	116	115	4				21			53	113	54	12	5	
64	1	35	25	17		75	2		12	4		5		6	6	10	42	5	14	
65	1	24	28	33		54	22	9	11	7		6	5	7	10	32	11	7	25	
66	1	39	21	38		52	44	2	5	2	1	2	1	10	28	30	17	11	13	
67	1	72	43	60	19	131	63		21	2	2	10	2	10	53	70	42	8	21	
68	1	30	31	30	15	106		19	8	4	4	8	6		30	37	27	10	2	
69	1	36	7	12		26	27	2	4	2	3	4	2		9	30	14		2	
70	1	31	23	28	9	67	22	2	3	2	2	4	2	10	20	18	27	6	20	
71	1	29	18	37		81	3	3	3	2	1		5	13	25	3	38	9	8	
72	1	29	23	28		15	65		5	1	1	1		11	28	40	6	2	4	
73	1	64	25	25		103	11		6			3		25	39	4	60	10	1	
74	1	45	57	66	14	84	93	5	20	25	3	25		15	46	82	30	14	10	
75	1	75	48	41	11	120	30	25	5	14	4	9	5	9	33	46	81	15		
76	1	32	24	39	5	63	35	2		4	1	9	2	10	7	44	18	4	27	
77	1	15	12	30	4	61			2			3		6	10	40	8	3		
78	1	27	11	18		20	25	11		6		2	2	10	7	29	5	2	13	
79	1	58	53	55		166			4	10	4	6			8	150		2	6	
80	1	22	29	22	7	62	15	3	3	4	4	4	1	3	16	20	29	5	10	
81	1	44	28	38		69	22	19	7	4	2	8		12	21	51	16	7	15	
82	1	32	30	37	2	68	9	24	12	2	1	2		13	25	26	36	11	3	
83	1	46	32	23	5	57	48	1	3	3		7	1		21	42	20	9	14	
84	1	37	75	72	9	71	98	24	6	3		12		1	19	112	27	6	29	
85	1	15	15	12		39		3	3	5		5		6	20	12	2	2	2	
86	1	33	28	72	25	88	61	9	13	17	5	21	3	10	30	71	31	16	10	
87	1	15	8	22		23	12	10	2	5	1		1	2	5	27		6	7	
88	1	19	20	35		65	6	3	1	2	6	3		4	15	34	8	10	7	
89	1	39	33	20	9	30	66	5	1	8	6	7	1	4	18	59	13	6	5	
90	1	50	40	61	12	59	98	6	5	15	3	9	1	24	33	95	17	6	12	
91	1	54	40	81	17	82	108	2	8	5	1	6	2	16	78	57	34	23		
92	1	26	21	16	1	59		5	3	1	1	1		21	15	12	7	9		
93	1	27	28	36		60	20	11	2	3	1	4	6	15	25	16	31	13	6	
99	1	75	16	28		114		5		1		4			4	105	8	2		
1	29	157	4,006	3,181	3,673	651	6,718	4,078	715	584	418	165	634	131	781	2,478	4,627	2,578	881	947
2	14	30	4,581	3,767	3,404	1,209	9,146	3,246	569	989	325	223	604	186	1,033	3,999	2,855	3,474	1,430	1,203
3	43	187	8,587	6,948	7,077	1,860	15,864	7,324	1,284	1,573	743	388	1,238	317	1,814	6,477	7,482	6,052	2,311	2,150
4	40	84	7,797	6,392	6,652	1,682	14,692	6,714	1,117	1,300	833	347	1,250	303	1,779	5,984	6,747	5,862	2,144	1,786
5	3	1	3	790	556	425	1,172	610	167	273		41		14	35	493	735	190	167	364
6										90		12								
7	32	65	35.09	23.39	28.92	7.6	64.82	29.93	5.25	26	12	6	21	5	30	26.47	30.57	24.73	9.45	8.78



Table L.—PROTESTANT SEPARATE SCHOOLS.

Statistics.	No. 9, Cambridge.	No. 6, North Plantagenet.	Rama Tp.	No. 1, N. Tilbury.	L'Original Village.	Penetanguishene Town.	Totals.
Number of Schools.....	1	1	1	1	1	1	6
<i>Receipts :</i>	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c
Balances from 1901.....	10 94	45 08	86 92	7 94	295 48	9 77	456 13
Government grants.....	4 85	8 15	37 40	19 20	26 75	134 17	225 52
Municipal grants.....			323 60	150 00	349 29	1,972 11	2,795 00
Trustees' school taxes.....	88 89	310 00	175 00	550 00			1,123 89
Other sources.....				257 23	7 85	10 00	275 08
Totals.....	104 68	358 23	622 92	984 37	679 37	2,126 05	4,875 62
<i>Expenditure :</i>							
Teachers' salaries.....	87 75	250 00	350 00	240 00	300 00	1,523 06	2,750 81
School sites and buildings.....		10 75		129 50		258 50	398 75
Libraries, maps, etc.....			17 60		13 45		31 05
Other expenses.....	10 75	16 00	66 26	595 12	88 32	251 58	1,028 03
Totals.....	98 50	276 75	433 86	964 62	401 77	2,033 14	4,208 64
Balances on hand.....	6 18	81 48	189 06	19 75	277 60	92 91	666 98
<i>Teachers :</i>							
Male.....			1			1	2
Female.....	1	1		1	1	3	7
Certificates.....	Temp.	II	II	III	III	4, II	6, II; 2, III; 1 Temp.
Salaries.....	156 00	250 00	350 00	300 00	300 00	Male, \$650 00 Female, \$300 00	Av. Male, \$500 00 Av. Female, \$272 00
<i>Pupils :</i>							
Total number attending.....	15	10	98	48	34	261	466
Boys.....	8	2	52	28	17	142	249
Girls.....	7	8	46	20	17	119	217
Average attendance.....	6	3	40	21	20	157	247
No in 1st Reader, Part I.....	4	2	25	13	7	57	108
“ 1st “ Part II.....	1	2	19	12	3	64	101
“ 2nd “.....	5	1	15	8	6	48	83
“ 3rd “.....	3	1	23	7	8	49	91
“ 4th “.....	2	4	15	8	9	29	67
“ 5th “.....			1		1	14	16
“ Writing.....	10	10	73	48	34	261	436
“ Arithmetic.....	15	10	73	48	34	261	441
“ Drawing.....	12	10	90	48	24	261	445
“ Geography.....	10	6	39	23	24	183	285
“ Music.....	10	10				78	98
“ Grammar and Composition..	10	10	39	23	24	261	367
“ English History.....	2	4	16	8	5	43	78
“ Canadian History.....	2	4	39	15	5	91	156
“ Physiology and Temperance		4	16	48	5	29	102
“ Drill and Calisthenics.....	15	10	98			261	384
“ Bookkeeping.....			1			14	15
“ Algebra.....			1			14	15
“ Geometry.....			1			14	15
“ Botany.....						14	14
School houses (brick frame or log)....	Log	Frame	Frame	Brick	Brick	Brick	3B, 2F, 1L.
Number of maps.....	6	8	19	3	12	8	56
Number of globes.....			1	1	2		4

Table M.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.	Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J. P's.	No. of convictions.	No. of children not attending any school.
Chatham.....		40					Perth.....			14			
Guelph.....	6	28	36	2	2	6	Peterborough.....		21	21			
Hamilton.....		140	350	67	18		Petrolea.....	7	25	17			10
St. Catharines..		39	62				Prescott.....			34			
St. Thomas....	2	63	42	4	3		Preston.....	15	20				
Stratford.....		66	29	4	4		St. Mary's.....		10	10			
Toronto.....	146	579	52	14	12		Sarnia.....	7	51	8			
Windsor.....	1	19	19	1		19	Sault Ste. Marie		10	2			
Woodstock.....			68	3			Seaforth..		2	2			
Towns.							Simcoe.....		2	10			
Almonte.....		27	27				Thornbury.....		40				
Amherstburg ..		3	1			4	Thorold.....		8	4	1	1	4
Arnprior.....		9	9	2	2		Tillsonburg.....		70	10			
Aylmer.....		17	17	2	2		Toronto Junc..		17	17			
Barrie.....		13	5				Welland.....	6	30	30	4		
Berlin.....	9	9	3	2	1		Villages.						
Bowmanville...		10	6			10	Acton.....		10	3			5
Bracebridge...		6	12				Ayr.....	1	2	2			
Brampton.....		45	2				Bath.....		1	1			
Brockville.....		41	41	3			Bradford.....	4	2	20			
Carleton Place..		20	10			4	Brighton.....	5	2	10			
Cobourg.....		5	9	2			Caledonia.....		2	13			3
Cornwall.....		4	4				Colborne.....		6	3			
Deseronto.....		25	10			8	Dehli.....		8	6			2
Dundas.....		52	48	2	2		Elora.....		6	6			
Dunnville.....			4				Exeter.....		17	2			
Durham.....		6	6				Fenelon Falls		2	2			
Forest.....	2	11	4	2			Fergus.....		2	2			
Galt.....		16	20	7	5	1	Fort Erie.....		2				
Gravenhurst...		30	30				Georgetown...		26	24			
Harriston.....		1	1				L'Orignal.....		2	12			
Hespeler.....		14	5				Merrickville...		2				
Huntsville.....		7	20				Newcastle.....		2	2			
Ingersoll.....		6	8				Oil Springs...		13	9			
Kingsville.....	6	15		3		2	Omamee.....						2
Leamington.....		25	15				Point Edward			1			
Lindsay.....	8	78	86			2	Port Dover....	2	8	1			
Listowel.....	2	8	8				Port Elgin.....		2				
Mount Forest...		3	3			3	Stirling.....		5	4	1		5
Newmarket.....		7	7				Tara.....		6	6			
Niagara.....		7					Tilbury.....			6			
Niagara Falls...		141	16				Tweed.....		5	2			
North Bay.....	3						Winchester....		8	8	1	1	
Orangeville....		1		1									
Owen Sound....		4	4			2	Totals.....	232	2,087	1,423	128	53	92

Table N.—REPORT ON KINDERGARTENS.

Municipality.	No. of Kindergartens.	No. of Teachers.	No. of pupils attending.	Average daily attendance.
<b>Cities :</b>				
Brantford .....	4	9	441	147
Chatham .....	2	4	247	86
Guelph .....	1	2	147	54
Hamilton .....	13	16	1,293	516
Kingston .....	4	4	338	124
London .....	15	30	1,082	358
Ottawa .....	14	23	1,186	459
Stratford .....	3	4	286	81
Toronto .....	45	126	4,485	1,952
<b>Towns :</b>				
Aylmer .....	1	2	114	46
Berlin .....	4	5	241	204
Cobourg .....	1	1	79	39
Dundas .....	1	1	110	53
Galt .....	1	1	97	48
Hespeler .....	1	2	133	52
Ingersoll .....	1	2	86	36
Owen Sound .....	1	2	164	44
Peterborough .....	2	4	200	70
Preston .....	1	1	123	54
Simcoe .....	1	1	130	41
Tillsonburg .....	1	1	80	28
Toronto Junction .....	2	4	159	77
<b>Village :</b>				
Ashburnham .....	1	2	*79	27
<b>Totals .....</b>	<b>120</b>	<b>247</b>	<b>11,300</b>	<b>4,596</b>

\* Statistics of preceding year.

Table O.—REPORT ON NIGHT SCHOOLS.

Municipality.	No. of Night Schools.	Teachers.	Pupils attending.	Average daily attendance.
St. Catharines .....	1	1	25	6
Toronto .....	9	15	630	154
No. 11, Moore Tp., (Brigden P.O.) .....	1	1	15	10
<b>Totals .....</b>	<b>11</b>	<b>17</b>	<b>670</b>	<b>170</b>



Table P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Normal and Model Schools, from the year 1867 to 1901, compiled from Returns in the Education Department.

No.	Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1901.	1902.
1	Population . . . . . between the ages of five and sixteen years, up to 1884, (and five to twenty-one subsequently) . . . . .	447,726	495,756	494,804	483,817	611,212	595,288	590,055	574,490	584,512
2	High Schools (including Collegiate Institutes) . . . . .	102	104	104	104	112	128	130	131	134
3	Normal College and Normal and Model Schools . . . . .	3	3	4	6	6	6	7	8	8
4	Total Public Schools in operation . . . . .	4,261	4,490	4,955	5,013	5,277	5,577	5,574	5,663	5,671
5	Total Roman Catholic Separate Schools . . . . .	161	171	185	190	229	312	340	372	391
6	Grand total of all schools in operation . . . . .	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,174	6,204
7	Total pupils attending High Schools (including Collegiate Institutes) . . . . .	5,696	7,968	9,229	12,348	17,459	22,837	24,390	22,523	24,472
8	Total students and pupils attending Normal College, Normal and Model Schools . . . . .	800	800	900	1,059	1,204	1,270	1,492	1,647	1,709
9	Total pupils attending Public Schools . . . . .	382,719	483,256	465,908	445,364	462,839	448,204	441,157	426,824	420,094
10	Total pupils attending Roman Catholic Separate Schools . . . . .	18,924	21,406	24,952	26,148	30,373	37,466	41,620	43,987	45,964
11	Grand total, students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools . . . . .	408,139	465,430	500,989	484,919	511,875	509,777	508,659	494,981	492,289
12	Total amount paid for the salaries of Public and Separate School Teachers . . . . .	\$1,063,516	1,371,594	2,038,039	2,144,448	2,458,540	2,752,628	2,886,061	3,055,321	3,198,132
13	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc. . . . .	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,664,989	1,627,028
14	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of school houses, and for libraries, apparatus, etc. . . . .	\$1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,215,670	4,720,310	4,825,160
15	Total amount paid for High School (and Collegiate Institute) Teachers' salaries . . . . .	\$94,829	141,812	211,607	253,864	327,452	470,828	532,837	535,521	547,402
16	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc. . . . .	\$19,190	31,360	51,417	89,887	168,160	215,871	183,139	192,611	222,278
17	Grand total paid for educational purposes as above . . . . .	\$1,587,198	2,380,536	3,336,513	3,370,695	4,237,717	4,740,616	4,391,646	5,448,442	5,594,840
18	Total Public and Separate School Teachers . . . . .	4,890	5,476	6,468	6,887	7,594	8,480	9,128	9,494	9,631
19	Total male teachers . . . . .	2,849	2,626	3,020	3,062	2,718	2,770	2,784	2,489	2,311
20	Total female teachers . . . . .	2,041	2,850	3,448	3,795	4,876	5,710	6,344	7,005	7,320

APPENDIX B.—TEACHERS' INSTITUTES.  
FINANCIAL STATEMENT, 1902.

Name of Institute.	Number of Institutes.	Number of Members.	Receipts.					Expenditure.					Balances.	
			Government Grant.	Municipal Grant.	Members Fees.	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, educational journals, etc.	Miscel- laneous.	Total expen- diture.			
			\$	c.	\$	c.	%	%	%	%	%	%	\$	c.
1 Algoma .....	1	98	25 00				72 24	8 07	2 60	13 25	23 92	48 32		
2 Brant .....	1	127	25 00	25 00			185 60	5 20		36 25	41 45	144 15		
3 Bruce, East .....	1	125	25 00	25 00			50 19	100 19	23 66	28 35	100 19			
4 Bruce, West .....	1	40	25 00	25 00			95 99	155 99	6 77	24 38	59 50	66 34		
5 Carleton .....	1	135	25 00	25 00		10 00	29 29	79 29	20 43	15 00	57 43	21 86		
6 Dufferin .....	1	122	25 00	25 00		17 75	29 53	97 28	8 00	39 25	91 25	71 00		
7 Durham .....	1	120	25 00	25 00			66 97	116 97	12 40	39 25	91 15	25 82		
8 Dundas .....	1	115	25 00	25 00		24 25	82 94	167 19	28 99	52 85	81 84	75 35		
9 Elgin .....	1	175	25 00	25 00			114 80	164 80	3 00		3 00	161 80		
10 Essex, North .....	1	60	25 00	50 00			84 53	159 53	12 00		24 00	136 53		
11 Essex, South .....	1	120	25 00	50 00			104 63	179 63	28 75		41 25	138 38		
12 Frontenac .....	1	150	25 00	25 00			51 89	101 89	6 17	14 50	47 82	54 07		
13 Glengarry .....	1	92	25 00	25 00			28 41	78 41	21 04		59 24	19 17		
14 Grenville (Leeds No. 3) .....	1	97	25 00	25 00			78 56	128 56	8 20		45 30	83 26		
15 Grey, East .....	1	19	25 00	25 00		4 75	49 78	104 53	1 00		87 50	17 03		
16 Grey, South .....	1	49	25 00	25 00			219 43	281 68	18 71		125 41	156 27		
17 Grey, West .....	1	98	25 00	25 00		12 25	91 14	153 39	27 00	8 25	84 35	69 04		
18 Haldimand .....	1	116	25 00	25 00			221 34	271 34	8 75	11 00	49 70	221 64		
19 Haliburton .....	1	59	25 00	25 00		1 75	39 41	91 16	8 86	40 98	85 14	6 02		
20 Halton .....	1	90	25 00	25 00			91 72	141 72	9 75	27 87	85 47	56 25		
21 Hastings, North .....	1	119	25 00	25 00		16 20	159 13	200 33	32 02	53 65	108 97	91 36		
22 Hastings, South .....	1	136	25 00	25 00			207 98	257 98			40 00	217 98		
23 Huron, West (S) .....	1	48	25 00	25 00		12 00	68 08	130 08	7 10	7 20	65 15	64 93		
24 Huron, East (N) .....	1	125	25 00	25 00			4 99	54 99	3 75		36 35	18 64		
25 Kent, East .....	1	89	25 00	25 00		26 50	94 25	170 75	19 11	10 59	108 30	62 45		
26 Kent, West .....	1	135	25 00	25 00		25 00	68 35	143 35	13 97		99 27	44 08		
27 Lambton, East .....	1	122	25 00	25 00		22 00	192 48	264 48	33 88		88 18	176 30		
28 Lambton, West .....	1	116	25 00	25 00			91 88	141 88	4 20		63 25	74 43		
29 Lanark .....	1	200	25 00	25 00		20 15	176 83	246 98	15 05	39 28	79 33	167 65		
30 Leeds, East (2) .....	1	122	25 00	25 00		17 90	139 93	207 83	9 99	67 15	129 54	78 29		
31 Leeds, West (1) .....	1	100	25 00	25 00			73 69	123 69	6 99	62 65	69 64	54 05		
32 Lennox and Addington .....	1	128	25 00	25 00			40 41	90 41	10 55		39 00	51 41		
33 Lincoln .....	1	128	25 00	25 00			180 50	230 50	7 85		50 00	180 50		
34 Manitoulin .....	1	91	25 00				48 45	73 45	6 25	46 85	60 25	13 20		
35 Middlesex, East .....	1	97	25 00	75 00		24 25	14 71	138 96	84 95	9 51	124 82	14 64		
36 Middlesex, West .....	1	109	25 00	100 00		55 00	135 71	315 71	45 50		195 20	120 51		

	1	65	25 00	.....	13 25	130 85	135 85	9 50	.....	2 50	12 00	143 85
37 Muskoka .....	1	20	40 00	.....	.....	26 33	79 58	5 20	15 15	43 93	64 28	15 30
38 Nipissing .....	1	140	25 00	50 00	.....	53 98	128 98	39 09	45 00	37 75	121 84	7 14
39 Norfolk .....	1	150	25 00	25 00	.....	182 91	232 91	18 25	.....	68 70	86 95	145 96
40 Northumberland .....	1	150	25 00	25 00	32 50	31 98	114 48	4 19	3 75	24 50	31 65	62 59
41 Ont. Co., North .....	1	81	25 00	25 00	.....	80 94	130 94	7 15	.....	43 95	51 89	99 29
42 Ontario, South .....	1	73	25 00	25 00	.....	49 40	117 65	6 03	15 33	49 50	70 86	46 79
43 Oxford .....	1	30	25 00	.....	18 25	26 91	70 46	3 28	.....	53 25	56 53	13 93
44 Parry Sound, East .....	1	40	25 00	.....	5 50	34 40	64 90	5 59	26 35	2 50	34 44	30 46
45 Parry Sound, West .....	1	100	25 00	25 00	.....	45 61	96 61	5 50	45 00	10 00	60 50	36 11
46 Peel .....	1	175	25 00	25 00	65 50	49 95	165 45	19 71	57 10	62 50	139 31	26 14
47 Perth .....	1	110	25 00	25 00	.....	21 61	71 61	9 91	10 82	50 88	71 61	.....
48 Prescott and Russell Bilingual .....	1	120	25 00	.....	.....	79 53	104 53	8 35	.....	25 80	34 15	70 38
49 Prescott and Russell .....	1	90	25 00	25 00	.....	57 52	107 52	10 00	.....	25 80	34 15	70 38
50 Prince Edward .....	1	90	25 00	25 00	.....	110 81	160 81	3 20	48 82	17 95	69 97	90 84
51 Rainy River .....	1	27	25 00	.....	10 50	29 40	64 90	4 60	.....	14 00	18 60	46 30
52 Rainy River .....	1	71	25 00	25 00	.....	32 32	82 32	6 35	.....	55 00	61 35	20 97
53 Renfrew .....	1	64	25 00	25 00	.....	50 84	100 84	21 65	1 25	30 35	53 25	47 59
54 Simcoe, East .....	1	142	25 00	25 00	.....	86 43	136 43	3 70	25	54 83	58 78	77 65
55 Simcoe, North .....	1	60	25 00	25 00	15 00	26 01	326 00	9 63	160 60	30 20	200 23	125 77
56 Simcoe, South West .....	1	54	25 00	25 00	13 50	43 24	106 74	3 50	5 00	60 00	68 70	38 04
57 Stormont .....	1	83	25 00	.....	.....	12 64	37 64	1 95	13 65	30 20	15 60	22 04
58 Thunder Bay (Algoma W.) .....	1	30	25 00	37 50	10 75	60 84	134 09	32 50	10 00	41 04	83 54	50 55
59 Victoria, East .....	1	72	25 00	25 00	.....	18 67	68 67	6 00	20 00	8 40	34 40	34 27
60 Victoria, West .....	1	84	25 00	25 00	42 00	10 61	102 61	12 30	.....	79 28	91 58	11 03
61 Waterloo .....	1	154	25 00	25 00	.....	52 02	102 02	12 11	.....	51 70	63 81	38 21
62 Wellington .....	1	118	25 00	25 00	10 50	85 57	145 07	16 60	33 58	3 60	53 18	92 89
63 Wellington, North .....	1	83	25 00	25 00	.....	86 19	136 19	7 94	68 25	76 19	60 00	60 00
64 Wellington, South .....	1	108	25 00	25 00	.....	73 83	123 83	64 00	2 26	34 00	100 26	28 57
65 Wentworth .....	1	40	25 00	25 00	10 00	67 43	127 43	11 20	55 34	42 00	108 54	18 89
66 York, North .....	1	99	25 00	25 00	24 75	111 13	185 83	11 50	2 50	62 00	76 00	109 88
67 York, South .....	1	674	600 00	.....	337 00	738 01	1,675 01	1,056 26	.....	315 95	1,372 21	302 80
68 *Ontario Educational Association .....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69 Guelph .....	1	35	25 00	25 00	.....	20 71	70 71	90	19 32	3 60	23 32	46 89
70 Hamilton .....	1	183	25 00	25 00	45 25	131 66	226 91	16 64	4 95	56 85	78 44	148 47
71 Kingston .....	1	69	25 00	25 00	16 50	77 32	143 82	11 37	30 90	52 90	95 17	48 65
72 London .....	1	160	25 00	25 00	16 00	15 24	81 24	7 90	16 00	27 00	50 90	30 84
73 Ottawa .....	1	165	25 00	25 00	.....	29 94	79 94	3 10	.....	28 20	31 30	48 64
74 St. Catharines .....	1	25	25 00	25 00	.....	40 59	90 59	3 13	28 30	35 60	58 30	62 16
75 St. Thomas .....	1	40	25 00	25 00	.....	47 30	97 30	2 00	20 70	35 60	58 30	39 00
76 Toronto .....	1	658	25 00	25 00	164 50	987 94	1,202 44	47 30	181 20	467 50	696 00	506 44
77 Windsor and Town of Walkerville .....	1	66	25 00	40 00	.....	41 60	106 60	7 60	.....	53 00	60 60	45 00
Totals, 1902 .....	77	8,515	2,515 00	1,877 50	1,171 80	7,606 96	13,171 26	2,101 59	1,437 18	3,649 68	7,188 45	5,982 81
" 1901 .....	78	8,372	2,525 00	1,896 00	1,110 50	8,368 29	13,898 79	1,880 46	1,404 42	4,380 24	7,665 12	6,233 67
Increases .....	1	143	10 00	17 50	61 30	761 33	727 53	221 13	32 76	730 56	476 67	250 86
Decreases .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* Statement for 1902-3.



## APPENDIX C.—RURAL PUBLIC SCHOOL LIBRARIES, 1902-3.

Every rural school board that established a Library under the conditions of the regulations received a grant, equivalent to half the amount expended for the year, but not exceeding \$10.

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended for books recommended.	Total Government grant.
		\$ c.	\$ c.
Brant .....	8 Burford, \$20.00; 1 and 2 Oakland and Townsend, \$12.04; 13 South Dumfries, \$31.00 .....	63 04	26 02
Bruce, E. ....	16 Amabel and Keppel, \$46.85; 6 Elderslie and Sullivan, \$19.25 .....	66 10	19 62
Bruce, W. ....	3 Culross, \$35.00; 4 Culross, \$30.00; 1 Huron, \$31.45; 2 Huron, \$22.30; 2 Saugeen, \$21.65 .....	140 40	50 00
Carleton .....	3 Gloucester, \$22.43; 9 Gloucester, \$21.00; 19 Gloucester, \$23.00; 4 N. Gower, \$31.75; 5 Huntley, \$15.00; 2 March, \$26.61; 6 Marlborough, \$6.17; 3 Nepean, \$30.13; 11 Nepean, \$25.00; 12 Osgoode, \$20.00; 4 Torbolton, \$38.57 .....	259 66	100 58
Dufferin .....	1 Amaranth, \$20.00; 9 E. Luther, \$20.00; 11 Milmur, \$23.86; 13 Mu'mur, 30.00 .....	93 86	40 00
Dundas .....	5 Mountain, \$16.85; 6 Mountain, \$19.80, 4 Winchester, \$21.08; 12 Winchester, \$5.71 .....	63 44	31 17
Durham .....	18 Darlington, \$10.00 .....	10 00	5 00
Elgin .....	7 Aldborough, \$20.00; 16 Bayham, \$30.00; 3 Bayham, \$20.00; 15 Dunwich, \$11.06; 3 Malahide, \$10.00; 6 Malahide, \$20.00; 21 Malahide, \$30.00; 4 Southwold, \$10.00; 7 Southwold, \$30.00; 14 Southwold, \$20.00; 19 Southwold, \$20.00; 2 Yarmouth, \$20.00; 7 Yarmouth, \$20.00; 8 Yarmouth, \$20.00; 9 Yarmouth, \$24.52; 19 Yarmouth, \$22.00 .....	327 58	145 53
Essex, S. ..	11 Colchester South, \$10.40; 4 Gosfield South, \$25.00; 5 Gosfield South, \$22.26 .....	57 66	25 20
Frontenac .....	8 Clarendon, \$20.00; 5 Hircinbrooke, \$20.00; 1 Olden, \$25.00; U. 8 Olden, \$20.00; U. 11 Olden, \$25.00; 9 Oso, \$26.70; 11 Oso, \$20.00; 2 Palmerston, \$25.00; 1 Pittsburgh, \$25.00; 12 Pittsburgh, \$20.00; U. 13 Storrington, \$20.00; 4 Wolfe Island, \$25.00 .....	271 70	120 00
Glengarry .....	16 Kenyon, \$12.75; 4 Lochiel, \$8.36 .....	21 11	10 55
Grey, E. ....	17 St. Vincent, \$22.50 .....	22 50	10 00
Grey, S. ....	13 Artemesia, \$9.80; 5 Bentinck, \$18.90; 7 Egremont, \$22.86; 15 Normanby, \$20.95 .....	72 51	34 35
Grey, W. ....	3 Derby, \$10.24; U. 8 Holland, \$9.00; 14 Sydenham, \$12.00; U. 2 Sydenham, \$11.50; U. 10 Sydenham, \$11.50 .....	54 24	27 12
Haldimand .....	1 Canboro, \$20.38; 3 S. Cayuga, \$6.00 .....	26 38	13 00
Haliburton, etc. ....	1 Anson, \$28.91; 3 Cardiff, \$28.01; 4 Cardiff, \$24.00; 6 Chaffey, \$58.00; 2 Glamorgan, \$28.56; 2 Guilford, \$42.38; 1 Himsforth, \$14.15; 2 Laurier, \$15.00; 1 McCraney, \$15.00; 3 Minden, \$19.32; 11 Minden, \$10.05; 1 Monmouth, \$20.00; 1 Nipissing, \$23.50; 5 Strong, \$15.47 .....	342 35	124 48

## APPENDIX C.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended,	Total Government grant.
		\$ c.	\$ c.
Halton.....	1 Esquesing \$20.00; 3 Nelson, \$20.01; 4 Nelson, \$20.35; 8 Trafalgar, \$20.68; 10 Trafalgar, \$30.98; 12 Trafalgar, \$6.75; 18 Trafalgar, \$10.00 .....	128 17	58 37
Hastings, S .....	13 Sidney .....	10 00	5 00
Huron, E ... ..	U. 4 Grey, \$19.99; 9 Tuckersmith, \$27.53 ... ..	47 52	19 99
Huron, W.....	10 Ashfield, \$21.13; 7 Stephen, \$6.25 .....	27 38	13 13
Kent, E.....	5 Camden, \$25.00; 6 Camden, \$20.00; 11 Camden, \$20.00; 1 Harwich, \$20.00; 2½ Harwich, \$20.00; 3 Harwich, \$30.00; 4 Harwich, \$20.00; 5½ Har- wich, \$20.00; 6 Harwich, \$20.00; 7 Harwich, \$40.00; 13½ Harwich, \$35.00; 16 Harwich, \$25.00; 1 Howard, \$30.00; 11 Howard, \$12.00; 1 Orford, \$12.00; 3 & 4 Orford, \$20.00; 4 Zone, \$21.00. ....	390 00	162 00
Kent, W .....	3 Chatham, \$30.00; 5 Chatham, \$21.00; 6 Chatham, \$9.00; 7 Chatham, \$30.50; 11 Chatham, \$23.50; 12 Chatham, \$10.00; 13 Chatham, \$20.00; U. 1 Chatham, \$13.00; 6 Dover, \$16.50; 11 Dover, \$28.75; 12 Dover, 25 50; 3 Raleigh, \$11.64; 4 N. Raleigh, \$20.00; 4 S. Raleigh, \$33.00; 8 Raleigh, \$50.00; 10 Raleigh, \$33.75; 12 Raleigh, \$26.00; 13 Raleigh, \$12.00; U. 4 Raleigh, \$25.00; U. 6 Raleigh, \$25.00; 2 Romney, \$15.00; 4 Til- bury E., \$3.33; 6 E. Tilbury, E., \$14.00; 6 W. Tilbury, E. \$15.00; 7 Tilbury E. \$21.02; U. 2 Tilbury E., \$28.50 .....	560 99	219 73
Lambton, W .....	15 Sombra, \$13.91 .....	13 91	6 95
Lanark .....	12 Bathurst, \$21.15; 5 Bathurst, \$12.75; 11 Drum- mond, \$15.00; 10 Lanark, \$40.00; 3 Ramsay, \$15.00; 6 & 7 Ramsay, \$12.19; 10 Ramsay, \$10.00; 11 Ramsay, \$40.00; 15 Ramsay, \$40.00..	206 09	72 48
Leeds, 1.....	4 Leeds and Lansdowne Rear, \$30.00 .....	30 00	10 00
Leeds, 2.....	4 Elizabethtown, \$20.25; 7 Elizabethtown, \$20.08; 21 Elizabethtown, \$20.00; 2 Kitley, \$20.00; 10 Kitley, \$20.53; 11 Kitley, \$21.51; 18 Kitley, \$20.00; 2 and 3 Yonge and Escott Front, \$21.75; 4 Yonge and Escott Front, \$20.00 .....	184 12	90 00
Leeds, 3 and Grenville..	15 Edwardsburg, \$20.44; 27 Edwardsburg, \$15.35; 6 and 9 Edwardsburg, \$21.00; 1 and 5 Oxford, \$20.00; 8 Oxford, \$20.00; 3 South Gower, \$20.90	117 69	57 67
Lennox and Addington.	3 Adolphustown, \$11.50; 19 Camden, \$11.42; 4 Ernesttown, \$14.55 .....	37 47	18 73
Lincoln .....	U. 3 Louth, \$26.00; 2 Louth, \$20.00; 6 Louth, \$20.00; 1 Louth, \$22.40; 5 Niagara, \$34.00 .....	122 40	50 00
Middlesex, E. ....	4 London, \$15.05; 17 London, \$20.00; 22 London, \$20.00; 13 W. Nissouri, \$20.00; 3 Westminster, \$20.00; 10 Westminster, \$30.00 .....	125 05	57 53
Middlesex, W.. ..	7 Caradoc, \$27.24; 4 Ekfrid, \$16.00; 6 Lobo, \$21.71; 3 Mosa, \$33.25; 7 Mosa, \$30.57; U. 7 E. Wil- liams, \$18.35 .....	146 12	57 17

## APPENDIX C.—Continued.

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended.	Total Government grant.
		\$ c.	\$ c.
Norfolk .....	3 Houghton, \$8.00; U. 3 Townsend, \$18.80; 3 Wood- house, \$10.00 .....	36 80	18 40
Northumberland.....	11 and 12 Haldimand, \$20.00; 10 Hamilton, \$20.00; 16 and 18 Murray and Brighton, \$31.31; 9 Mur- ray and Brighton, \$22.80 .....	94 11	40 00
Ontario, N. ....	1 Brock, \$20.00; 2 Brock, \$20.00; U. 2 Brock, \$20.00; 4 Brock, \$20.00; 6 Brock, \$20.00; 7 Brock, \$20.00; 8 Brock, \$20.00; 10 Brock, \$20.00; 12 Brock, \$20.00; 13 Brock, \$20.00; 14 Brock, \$20.00; 19 Brock, \$20.00; 1 Mara, \$20.00; 2 Mara, \$30.00; 4 Mara, \$20.00; 5 Mara, \$20.00; 6 Mara, \$20.00; 7 Mara, \$20.00; 8 Mara, \$20.00; 9 Mara, \$20.00; 1 Rama, \$20.00; 2 Rama, \$20.00; 3 Rama, \$20.00; U. 4 Rama, \$20.00; U. 5 Rama, \$20.00; Pro. Separate 1 Rama, \$20.00; 1 Scott, \$20.00; 2 Scott, \$20.00; 4 Scott, \$20.00; 5 Scott, \$20.00; 7 Scott, \$20.00; 8 Scott, \$20.00; 9 Scott, \$10.00; 1 Thorah, \$20.00; 2 Thorah, \$20.00; 5 Thorah, \$60.00; 3 Uxbridge, \$20.00; 4 Uxbridge, \$20.00; 5 Uxbridge, \$20.00; 6 Uxbridge, \$20.00; 7 Uxbridge, \$20.00; 9 Ux- bridge, \$20.00; 12 Uxbridge, \$20.00 .....	900 00	425 00
Oxford .....	5 Blandford, \$23.39; 6 Dereham, \$20.42; 4 E. Nis- souri, \$17.00; 11 E. Nissouri, \$23.00; 3 and 5 W. and N. Oxford, \$20.00; 6 E. Zorra, \$20.46; 3 E. Zorra, \$29.00; 9 E. Zorra, \$39.75; 10 W. Zorra, \$21.00 .....	214 02	88 50
Peel. ....	3 Caledon, \$10.34; 12 Caledon, \$14.78; 14 Caledon, \$20.00; 5 Toronto, \$42.75 .....	87 87	32 56
Perth .....	3 Blanshard, \$25.00; 8 Blanshard, \$28.55; 3 Downie, \$20.00; 5 Downie, \$23.00; 8 Downie, \$20.00; U. 1 N. Easthope, \$20.00; U. 6 N. Easthope, \$20.00; 7 N. Easthope, \$20.00; U. 8 N. East- hope, \$34.00; 4 S. Easthope, \$20.00; 9 Ellice, \$10.25; U. 4 Elma, \$20.54; U. 5 Fullarton, \$24.93; 5 Hibbert, \$23.75; 9 Logan, \$20.39; 4 Logan, \$20.28; 3 Mornington, \$60.00; 5 Morn- ington, \$20.00; U. 9 Mornington, \$20.00; U. 3 Wallace, \$20.00; 5 Wallace, \$20.00; 6 Wallace, \$18.77 .....	509 46	214 50
Peterborough.....	3 Dummer, \$27.86; 4 Otonabee, \$41.50 .....	69 36	20 00
Prince Edward .....	12 Sophiasburgh, \$20.00 .....	20 00	10 00
Simcoe, E. and W. Mus- koka .....	5 Oro, \$21.49; 8 Oro, \$10.00; 13 Oro, \$21.00; 17 Tay, 23.25; 4 Medonte, \$17.46; 14 Medonte, \$20.00; 6 Monck, \$5.75; 8 Monck, \$42.00; 5 Stisted, \$10.00; 2 Watt, \$10.00 .....	180 95	76 61
Simcoe, S. W. ....	10 Innisfil, \$22.00; 8 Tecumseth, \$10.00; 4 Tossor- ontio, \$24.00 .....	56 00	25 00
Victoria, E. ....	1 Ops, \$13.35 .....	13 35	6 67
Waterloo.....	16 Wellesley, \$20.06 .....	20 06	10 00
Welland .....	12 Wainfleet, \$11.48 .....	11 48	5 74
Wellington, S. ....	13 Erin, \$23.10; 5 Guelph, \$20.00; 6 Guelph, \$20.52 .....	79 62	30 00



APPENDIX C.—*Concluded.*

Inspectorate.	Name of school (section number and township) and amount expended for books recommended, during the academic year.	Total amount expended for books recommended.	Total Government grant.
		\$ c.	\$ c.
Wentworth.....	2 Ancaster, \$20.00; 5 Ancaster, \$22.19; 10 Ancaster, \$20.00; 11 Ancaster, \$27.00; 15 Ancaster, \$10.00; 3 Barton, \$20.00; 4 Barton, \$20.00; 9 Beverly, \$22.73; 10 Beverly, \$20.00; 13 Beverly, \$10.00; 6 Flamboro E., \$32.00; 4 Flamboro W., \$20.33; 5 Flamboro W., \$20.43; 6 Flamboro W., \$15.16; 8 Flamboro W., \$16.00; 3 Saltfleet, \$20.00; 10 Saltfleet, \$15.00 .....	330 84	153 08
York, S.....	22 York, \$12.38; 25 York, \$21.06 .....	33 44	16 19
R. C. Separate Schools, W. Ontario.....	3 Holland, \$10.60; 2 Sandwich E., \$38.18; 1 Sandwich E., \$92.84; 7 Sydenham, \$10.60 .....	147 22	30 60
R. C. Separate Schools, E. Ontario .....	16 Cornwall, \$45.60 .....	45 60	10 00
	Totals (320 Libraries).....	6,889 02	2,894 22

## APPENDIX D.—INSPECTION OF SCHOOLS.

## I.—LIST OF INSPECTORS, 1903.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (traveling expenses included in some cases) for 1902.
			\$ c.
T. W. Standing, B.A....	Brant; Town of Paris .....	Brantford ....	1,110 00
W. S. Clendenning.....	Bruce, East; Towns of Walkerton, Wiarton; Villages of Chesley, Tara .....	Walkerton ...	1,400 00
W. I. Chisholm, M.A....	Bruce, West; Town of Kincardine; Villages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton .....	Kincardine...	1,378 75
Robert H. Cowley, B.A.	Carleton; Villages of Hintonburg, Ottawa East, Richmond .....	Ottawa.....	1,645 00
Nathaniel Gordon.....	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne.....	Orangeville...	1,160 00
Arthur Brown.....	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester .....	Morrisburg...	1,075 00
W. E. Tilley, M.A., Ph.D.	Durham and S. Monaghan Tp.; Towns of Bowmanville, Port Hops; Villages of Millbrook, New-castle.....	Bowmanville..	1,550 00
Welburn Atkin.....	Elgin; Town of Aylmer; Villages of Dutton, Port Stanley, Springfield, Vienna.....	St. Thomas...	1,450 00
D. Chenay.....	Essex, North (No. 1); Town of Sandwich; Village of Belle River .....	Windsor.....	1,000 00
D. A. Maxwell, B.A., LL.B., Ph.D.....	Essex, South (No. 2); City of Windsor; Towns of Amherstburg, Essex, Kingsville, Leamington, Walkerville.....	Windsor.....	1,682 00
Wm. Spankie, M.D.....	Frontenac; Villages of Garden Island, Portsmouth, Glengarry; Town of Alexandria; Villages of Lancaster, Maxville.....	Kingston.....	1,540 00
Andrew Grier.....	Grey, East; Town of Thornbury.....	Maxville.....	1,015 00
H. H. Burgess, B.A....	Grey, West; Town of Owen Sound.....	Thornbury...	949 00
N. W. Campbell.....	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Hanover, Markdale .....	Owen Sound..	1,300 00
Clarke Moses.....	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville.....	Durham.....	1,375 00
		Caledonia....	1,210 00

## I.—LIST OF INSPECTORS, 1903.—Continued.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ling expenses included in some cases) for 1902.	
			\$	c.
Sylvanus Phillips, B.A.	Haliburton; North East Muskoka, South Nipissing, East Parry Sound; Town of Huntsville; Vil- lages of Burk's Falls, Sundridge.	Minden.	1,687	00
J. S. Deacon.	Halton; Towns of Milton, Oakville; Villages of Acton, Burlington Georgetown.	Milton.	1,400	00
William Mackintosh.	Hastings, North; Villages of Madoc, Marmora, Stirling.	Madoc.	1,316	25
John Johnston.	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed.	Pelleville.	1,635	00
David Robb.	Huron, East (N.); Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wrox- eter.	Brussels.	1,397	25
J. Elgin Tom.	Huron, West (S.); Town of Goderich; Villages of Bayfield, Exeter, Hensall.	Goderich.	1,490	00
Rev. W. H. G. Colles.	Kent, East; Towns of Blenheim, Bothwell, Ridge- town; Village of Thamesville.	Chatham.	1,040	00
Robert Park.	Kent, West; City of Chatham; Towns of Dresden, Wallaceburg; Village of Tilbury.	Chatham.	1,540	00
C. A. Barnes, M.A.	Lambton, East (No. 2); Town of Petrolia; Villages of Alvinston, Arkona, Oil Springs, Watford.	Petrolia.	1,421	00
D. D. Moshier, B.A., B. Paed.	Lambton West (No. 1); Towns of Forest, Sarnia; Villages of Point Edward, Thedford, Wyoming.	Sarnia.	1,380	00
F. L. Michell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth, Smith's Falls; Village of Lanark.	Perth.	1,810	00
Wm. Johnston, M.A., LL.B.	Leeds and Grenville, No. 1; Town of Gananoque; Village of Newboro'	Athens.	1,150	00
Robert Kinney, M.D.	Leeds and Grenville, No. 2; Village of Athens.	Brockville.	1,050	00
T. A. Craig.	Leeds and Grenville, No. 3; Town of Prescott; Villages of Cardinal, Kemptville, M-rickville.	Kemptville.	1,120	00
Frederick Burrows.	Lennox and Addington; Town of Napanee; Villages of Bath, Newburgh.	Napanee.	1,380	00
W. W. Ireland, B.A.	Lincoln; Town of Niagara; Villages of Beamsville, Grimsby, Merrittton, Port Dalhousie.	St. Catharines	1,385	00
P. J. Thompson, B.A.	Middlesex, East; Village of Lucan.	London.	1,290	00
H. D. Johnson.	Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardville.	Strathroy.	1,200	00
J. J. Wadsworth, M.A., M.B.	Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford.	Simcoe.	1,480	00
Albert Odell.	Northumberland; Town of Cobourg; Villages of Bright'n, Campbellford, Colborne, Hastings.	Cobourg.	1,530	00
James McBrien.	Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry.	Prince Albert.	990	00
John Waugh, B.A., D. Paed.	Ontario, South; Towns of Oshawa, Whitby.	Whitby.	1,010	00
William Carlyle.	Oxford; City of Woodstock; Towns of Ingersoll, Tillsonburg; Villages of Embro, Norwich.	Woodstock.	1,585	00
Allan Embury.	Peel; Town of Brampton; Villages of Bolton, Streetsville.	Brampton.	1,200	00
William Irwin, B.A.	Perth; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	Stratford.	1,617	50
J. C. Brown.	Peterborough; Villages of Ashburnham, Havelock, Lakefield, Norwood.	Peterborough.	1,330	00
W. J. Summerby.	Prescott and Russell; Towns of Hawkesbury, Van- kleek Hill; Villages of Casselman, L'Orignal, Rockland.	Russell.	1,207	50
G. D. Platt, B.A.	Prince Edward; Town of Picton; Village of Wel- lington.	Picton.	960	00
R. G. Scott, B.A.	Renfrew; Towns of Arnprior, Pembroke, Renfrew; Villages of Cobden, Eganville.	Pembroke.	2,142	00
J. C. Morgan, M.A.	Simcoe, North; Towns of Barrie, Midland, Orillia, Penetanguishene; Village of Creemore.	Barrie.	1,457	50
Rev. Thomas McKee.	Simcoe, South West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham.	Barrie.	1,375	00
Isaac Day, B.A.	Simcoe, East and West Muskoka; Town of Graven- hurst; Village of Port Carling.	Orillia.	1,449	90
Alexander McNaughton.	Stormont; Town of Cornwall.	Cornwall.	1,150	00

I.—LIST OF INSPECTORS, 1903.—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (traveling expenses included in some cases) for 1902.
			s. c.
J. H. Knight .....	Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee.	Lindsay .....	794 75
* W. H. Stevens, B.A. ....	Victoria, West, and South-East Muskoka; Town of Bracebridge; Villages of Fenelon Falls, Woodville.	Lindsay .....	1,462 75
Thomas Pearce .....	Waterloo; Towns of Berlin, Galt, Hespeler, Preston; Villages of Ayr, Elmira, New Hamburg.	Berlin .....	2,260 00
J. H. Ball, M.A. ....	Welland; Towns of Niagara Falls, Thorold, Welland; Villages of Bridgeburg, Chippewa, Fort Erie, Niagara Falls South, Port Colborne.	Welland .....	1,280 00
David Clapp, B.A. ....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clifford, Drayton.	Harriston ..	1,100 00
J. J. Craig, B.A. ....	Wellington, South; Villages of Elora, Erin, Fergus.	Fergus .....	1,100 00
J. H. Smith .....	Wentworth; Town of Dundas; Village of Waterdown.	Hamilton .....	1,270 00
A. B. Davidson, B.A. ....	York, North; Town of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton.	Newmarket ..	1,060 00
David Fotheringham .....	York, South; Towns of East Toronto, North Toronto, Toronto Junction; Villages of Markham, Stouffville, Weston, Woodbridge.	Toronto .....	1,520 00
* John Ritchie .....	Districts of Thunder Bay, Rainy River; Towns of Fort Frances, Fort William, Port Arthur, Rat Portage.	Port Arthur ..	.....
Donald McCaig .....	District of Algoma; Towns of Collingwood, Sault Ste. Marie.	Collingwood ..	2,053 61
Rev. George Grant, B.A. ....	Districts of North Nipissing and West Parry Sound; Towns of Copper Cliff, Mattawa, North Bay, Parry Sound, Surgeon Falls, Sudbury.	Orillia .....	1,812 06
Wm. Houston, M.A. ....	Manitoulin Island, etc.; Towns of Gore Bay, Little Current, New Liskeard, Thessalon.	Toronto .....	1,640 00
M. J. Kelly, M.D., LL.B. ....	City of .....	Brantford .....	400 00
Wm. Tytler, B.A. ....	" .....	Guelph .....	600 00
W. H. Ballard, M.A. ....	" .....	Hamilton .....	2,200 00
W. G. Kidd .....	" .....	Kingston .....	1,400 00
W. J. Carson .....	" .....	London .....	1,585 00
John C. Glashan, LL.D. ....	" .....	Ottawa .....	2,000 00
J. B. Grey .....	" .....	St. Catharines	400 00
S. Silcox, B.A., D. Paed. ....	Prin. Co. Model School, City of .....	St. Thomas ..	1,200 00
J. Russell Stuart .....	" .....	Stratford .....	1,100 00
James L. Hughes .....	City of .....	Toronto .....	3,300 00
W. F. Chapman .....	" .....	" .....	2,250 00
John Connolly .....	Town of .....	Brockville .....	900 00
Duncan Walker, B.A. ....	" .....	Peterborough ..	1,200 00
Thomas Hilliard .....	" .....	Waterloo .....	80 00
		Total .....	101,933 76

\* Appointed in 1903.



I.—LIST OF INSPECTORS, 1903.—*Concluded.*

Other Inspectors.	Post Office.	Salary, 1902.	Travelling expenses paid, 1902	Total.	—
<i>Separate School Inspectors :</i>		\$ c.	\$ c.	\$ c.	\$ c.
Wm. Prendergast, B.A. ....	Toronto .....	1,700 00	381 20	2,081 20	
Michael O'Brien .....	Peterborough.	1,700 00	569 95	2,269 95	
John F. Power, M.A. ....	London. ....	*2,000 00	*300 00	*2,300 00	
<i>Inspector of Bilingual Training and Elementary Schools :</i>					
Telesphore Rochon, B.A. ....	Clarence Creek	1,500 00	287 45	1,787 45	
<i>Inspector of Technical Schools :</i>					
Albert H. Leake. ....	Toronto .....	†375 00	.....	375 00	
<i>County Model School Inspector :</i>					
John J. Tilley .....	Toronto .....	1,850 00	427 35	2,277 35	
<i>High School Inspectors :</i>					
John E. Hodgson, M.A. ....	Toronto ...	2,750 00	400 00	3,150 00	
John Seath, B.A., LL.D. ....	Toronto ....	2,750 00	510 76	3,260 76	
Total. ....					17,501 71
Grand Total. ....					119,435 47

\* Jas. F. White's salary and expenses, 1902.

† Three months' salary.

## II.—DIPLOMAS FOR SCHOOL PREMISES, 1903.

Name of Inspector.	Jurisdiction.	No. of schools reported as re- ceiving diplo- mas in 1903.	Name of Inspector.	Jurisdiction.	No. of schools reported as re- ceiving diplo- mas in 1903.
W. E. Tilley .....	Durham .....	7	Chas. A. Barnes ....	Lambton, E. ....	15
N. W. Campbell ....	Grey, S. ....	36	P. J. Thompson ....	Middlesex, E. ....	40
H. H. Burgess ....	Grey, W. ....	12	H. D. Johnson ....	Middlesex, W. ....	7
D. Robb .....	Huron, E. ....	18	Wm. Irwin .....	Perth .....	17
J. Elgin Tom .....	Huron, W. ....	20	Thos. Pearce .....	Waterloo .....	19
Robt. Park .....	Kent, W. ....	43	J. H. Smith .....	Wentworth .....	25
D. D. Moshier ....	Lambton, W. ....	6	D. Fotheringham ...	York, S. ....	5

## APPENDIX E.—CONTINUATION CLASSES 1902-1903.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Brant.....	Arthur E. Green.....	I	4	8 S. Dumfries.....	19	1			
	John Hicks.....	II	2	8 Burford.....	11			1	
	Emilie R. Thomas.....	II	1	9 Burford.....	7				1
	Ida J. Tovell.....	II	1	12 S. Dumfries.....	3				1
Bruce, E.....	R. D. McMurchy, B.A.....	I	9	*Chesley Village.....	69	1			
	J. W. Ward.....	II	3	14 Carrick.....	19		1		
Bruce, W.....	E. U. Dickenson, B.A.....	I	7	†Paisley Village.....	48	1			
	Jos Stalker.....	II	5	Lucknow Village.....	37		1		
	J. H. Cunningham.....	I	5	Teeswater Village.....	56	1			
	H. E. Fair.....	II	1	10 Kinloss.....	5			1	
	Geo. Bielby.....	I	3	Tiverton Village.....	11		1		
	Wm. H. Downey.....	I	1	12* Culross.....	7			1	
	Rich. D. Lane.....	III	1	2 Kinloss.....	6			1	
	Phemia McDonald.....	II	1	6 Kinloss.....	3				1
	John T. Kidd.....	II	1	7 Bruce.....	3				1
	John H. Young.....	III	1	16 Bruce.....	4				1
	Kenneth J. Beaton.....	III	1	3 Culross.....	3				1
	Minnie McNaughton.....	II	1	4 Culross.....	3				1
	James McPherson.....	I	3	10 Huron.....	12				1
	Minnie R. Hanna.....	III	1	12 Huron.....	4				1
Carleton.....	Mary D. Harkness.....	I	3	11 Osgoode.....	29	1			
	Robt. J. Brown.....	I	7	Hintonburg Village.....	15	1			
	Wm. King.....	II	1	6 Fitzroy.....	8			1	
	Howard Gordon.....	III	2	3 N. Gower.....	7			1	
	Jennie Burnett.....	II	3	1 Nepean.....	7			1	
	Jessie Potter.....	II	1	7 Goulburn.....	4				1
	Mary Casey.....	II	1	10 Nepean.....	3				1
	B. E. Thackeray, B.A.....	I	5	Grand Valley Village.....	12	1			
Dufferin.....	T. E. Langford, M.A.....	I	7	†Shelburne Village.....	49	1			
	Wm. E. Bain.....	II	2	2 Melancthon.....	12			1	
	Wm. Heath.....	II	2	17 Mono.....	11			1	
	Mama Treadgold.....	III	1	11 Mulmur.....	4				1
	Hiram B. Fetterly.....	I	7	Winchester Village.....	38	1			
Dundas.....	Alice E. Timberlake.....	I	5	Chesterville Village.....	38	1			
	Horatio Loucks.....	I	4	12 Winchester.....	31	1			
	Harold C. Fader.....	II	2	1 Mountain.....	11			1	
	Eli Robinson.....	II	2	6 Mountain.....	8			1	
	John A. Shaver.....	II	2	U 18 Williamsburg.....	4				1
	Gideon O. Barkley.....	III	2	2 Winchester.....	5				1
	David L. Collison.....	II	2	12 Williamsburg.....	9				1
	D. Hampton.....	II	4	Millbrook Village.....	40	1			
	Arthur A. McRoberts.....	II	1	1 S. Monaghan.....	5			1	
	Edwin Mitchell.....	II	1	5 Manvers.....	8			1	
Durham, etc.....	Miss I. L. Preston.....	II	1	4 Manvers.....	5			1	
	A. W. Bradburn.....	II	2	7 Manvers.....	5			1	
	Miss E. Sexsmith.....	II	1	10 Darlington.....	4				1
	W. J. Inch.....	II	1	15 Clarke.....	7				1
	Miss B. Fair.....	II	1	9 Cavan.....	3				1
	F. Tanton.....	I	4	5 Aldborough.....	32	1			
	Henry Wing.....	I	4	6 Aldborough.....	26	1			
	George Stewart.....	II	3	Springfield Village.....	33	1			
Elgin.....	George Dale.....	II	3	11 S. Dorchester.....	10		1		
	J. W. Brown.....	II	2	9 Southwold.....	20		1		
	John McFadyen.....	II	2	12 Southwold.....	20		1		
	Edward Witty.....	II	2	Port Stanley Village.....	11		1		
	James Amoss.....	II	2	16 Bayham.....	5			1	
	George Priddle.....	II	2	18 Bayham.....	7			1	
	Jean Anderson.....	II	1	8 Aldborough.....	7				1
	Effie McEachran.....	I	1	9 Aldborough.....	7				1
	Mary Hutton.....	II	1	3 Bayham.....	4				1
	Burton Robinson.....	III	1	5 Dunwich.....	4				1
	Flora Kerr.....	III	1	9 Dunwich.....	4				1
	Henrietta McRae.....	II	1	10 Dunwich.....	3				1
	Arthur Curtis.....	II	2	13 Dunwich.....	3				1
	Nellie Harris.....	II	1	8 Malahide.....	4				1
	Jessie Arnup.....	III	1	9 Malahide.....	3				1
	Maggie McLennan.....	III	1	10 Southwold.....	3				1
	John C McLennan.....	III	1	11 Southwold.....	3				1
	Percy Lewis.....	III	1	7 Yarmouth.....	3				1
	F. H. Langford.....	III	1	9 Yarmouth.....	3				1
	Edna Fowler.....	III	1	24 Yarmouth.....	4				1

\* Three Teachers doing Cont. Class work only.

† Two teachers doing Cont. Class work only.

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Essex, N.....	Nellie Moynahan.....	II	2	6 S. Sandwich.....	6	.....	.....	.....	1
Essex, S.....	S. M. Sealey, B.A.....	I	5	*4 Tilbury W.....	25	1	.....	.....	.....
	Agnes Johnston.....	I	7	*Amherstburg Town.....	35	1	.....	.....	.....
	Fred J. Voaden.....	II	7	Kingsville Town.....	20	.....	1	.....	.....
	Wm. J. Elliott.....	I	3	9 Colchester, S.....	10	.....	1	.....	.....
	J. H. Madill.....	II	1	2 Colchester, S.....	10	.....	.....	1	.....
	Wm. H. McGuirl.....	III	1	15 Gosfield, N.....	3	.....	.....	.....	1
Frontenac.....	Roy F. Fleming.....	II	2	Garden Island Vill.....	4	.....	.....	.....	1
	Della Snyder.....	III	1	5 Hinchinbrooke.....	3	.....	.....	.....	1
	Edith Barr.....	T.	1	U 8 Loughboro.....	3	.....	.....	.....	1
Glengarry.....	George Steer.....	I	3	Maxville Village.....	13	.....	.....	1	.....
Grey, E.....	David McK. Forrester	I	2	13 Collingwood.....	5	.....	.....	1	.....
	J. B. Gillesby.....	.....	4	Thornbury Town.....	5	.....	.....	1	.....
	A. J. Fries.....	III	1	U 1 Euphrasia.....	3	.....	.....	.....	1
Grey, S.....	T. Allan.....	I	7	*Durham Town.....	55	1	.....	.....	.....
	J. E. Coombes.....	I	7	Hanover Village.....	34	1	.....	.....	.....
	Jas. S. Rowe.....	II	4	Markdale Village.....	17	.....	1	.....	.....
	J. E. Fawcett.....	II	3	5 Artemesia.....	17	.....	1	.....	.....
	W. J. Blakeston.....	II	3	Dundalk Village.....	18	.....	1	.....	.....
	S. Mac Eastman.....	III	2	U 12 Artemesia and Glenelg.....	3	.....	.....	.....	1
	Alex. Reid.....	II	1	3 Artemesia.....	3	.....	.....	.....	1
	J. W. Firth.....	III	1	3 Glenelg.....	3	.....	.....	.....	1
	T. F. Andrews.....	II	1	9 Osprey.....	5	.....	.....	.....	1
Grey, W.....	A. B. Cooper.....	I	1	U 1 Holland & Sullivan.....	12	.....	.....	1	.....
	Bertha Shaw.....	III	1	2 Sarawak.....	3	.....	.....	.....	1
Haldimand.....	Dawson F. Aiken.....	I	4	10 Walpole.....	22	1	.....	.....	.....
	J. L. Michener, B.A.....	II	2	3 Walpole.....	16	.....	1	.....	.....
	Alice Martin.....	II	1	2 Walpole.....	6	.....	.....	1	.....
	Clarence D. Bouck.....	I	1	15 Walpole.....	5	.....	.....	1	.....
	Harriette King.....	III	1	4 Oneida.....	5	.....	.....	1	.....
	Maggie Kenney.....	II	2	1 Walpole.....	3	.....	.....	.....	1
	E. Burton Mealley.....	III	2	14 Walpole.....	3	.....	.....	.....	1
	Kate Smith.....	II	1	16 Walpole.....	4	.....	.....	.....	1
	Letta V. Curtis.....	III	1	1 Rainham.....	3	.....	.....	.....	1
	Wm. J. Neale.....	II	2	5 N. Cayuga.....	3	.....	.....	.....	1
Haliburton, etc.....	A. C. Bernath.....	I	8	Huntsville Town.....	19	1	.....	.....	.....
	R. G. Irvine.....	I	5	Burk's Falls Village.....	26	1	.....	.....	.....
	T. W. Kidd.....	I	3	2 Machar.....	5	.....	.....	1	.....
	D. T. Walkam.....	III	3	8 S. Himsworth.....	5	.....	.....	1	.....
	W. I. Stevenson.....	I	3	1 Anson.....	5	.....	.....	1	.....
	W. R. Cummings.....	II	2	6 S. Himsworth.....	3	.....	.....	.....	1
	R. C. Black.....	II	1	10 Chaffey.....	3	.....	.....	.....	1
	Jno. Maxwell.....	II	2	Sundridge Village.....	3	.....	.....	.....	1
Halton.....	Wm. F. Inman.....	I	7	*Milton Town.....	51	1	.....	.....	.....
	Millie Dingman.....	I	6	*Acton Village.....	34	1	.....	.....	.....
	F. T. Richardson.....	I	1	Burlington Village.....	12	.....	.....	.....	1
	Wm. J. McClenahan.....	II	1	3 Nelson.....	4	.....	.....	.....	1
	John Luscombe.....	II	1	13 Trafalgar.....	6	.....	.....	.....	1
	Dollie T. Elliott.....	II	1	1 Esquesing.....	4	.....	.....	.....	1
Hastings, N.....	E. T. Williams.....	II	4	Marmora Village.....	8	.....	.....	1	.....
Hastings, S.....	John Bell.....	II	4	Tweed Village.....	11	.....	1	.....	.....
	O. S. Hicks.....	II	2	2 Sidney.....	6	.....	.....	1	.....
	J. E. Chambers.....	II	1	3 Hungerford.....	9	.....	.....	1	.....
	W. S. Nobes.....	II	2	17 Thurlow.....	10	.....	.....	1	.....
	W. A. Black.....	II	2	11 Sidney.....	4	.....	.....	.....	1
	M. W. Mott.....	II	2	12 & 14 Thurlow.....	4	.....	.....	.....	1
	E. O. Platt.....	I	1	18 Thurlow.....	4	.....	.....	.....	1
	R. A. Morton.....	II	2	1 Hungerford.....	4	.....	.....	.....	1
Huron, E.....	A. H. Musgrove.....	II	9	*Wingham Town.....	80	1	.....	.....	.....
	I. H. Cameron.....	I	6	*Brussels Village.....	78	1	.....	.....	.....
	J. J. Bailey.....	I	4	Blyth Village.....	24	1	.....	.....	.....
	John Hartley.....	II	2	Wroxeter Village.....	12	.....	.....	1	.....
	Dan L. Strachan.....	I	2	7 Howick.....	7	.....	.....	1	.....
	Geo. Dobson.....	II	2	11 Grey.....	6	.....	.....	1	.....
	Wm. Watters.....	II	2	17 Howick.....	7	.....	.....	1	.....
	Lizzie Calder.....	II	2	7 Grey.....	3	.....	.....	.....	1
	Marjorie Gillespie.....	II	1	5 Howick.....	5	.....	.....	.....	1
	Jessie Wiseman.....	III	2	8 Hullett.....	6	.....	.....	.....	1

\*Two teachers doing Continuation Class work only.



## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Huron, E.—Con....	Chrie. White .....	II	1	7 McKillop .....	4				1
	Lizzie Kinney .....	II	1	12 McKillop .....	3				1
	Robt. Jas. Beatty .....	II	1	5 Tuckersmith .....	4				1
	Thos. G. Shillinglaw .....	II	1	9 Tuckersmith .....	3				1
	Belle Pearson .....	II	1	3 Turnberry .....	5				1
	H. N. Anderson .....	I	8	*Exeter Village .....	46	1			
	Wm. McKay .....	II	3	Hensall Village .....	10			1	
	Frederick Ross .....	II	1	4 Ashfield .....	5			1	
	Walter B. Hawkins .....	II	1	9 Ashfield .....	6			1	
	W. L. Hackett .....	III	1	10 Ashfield .....	5			1	
Huron, W.....	Wm. N. Courtice .....	III	1	16 Ashfield .....	8			1	
	Wm. Geiger .....	II	3	16 Stephen .....	8			1	
	Claude Bluet .....	II	3	5 Stephen .....	9			1	
	Annie M. Clark .....	II	1	3 W. Wawanosh .....	5			1	
	Henry I. Moorish .....	II	1	6 E. Wawanosh .....	5			1	
	Thos G. Allen .....	II	2	8 Ashfield .....	7				1
	Allan Bowles .....	II	1	13 Ashfield .....	7				1
	Melburn McDowell .....	III	1	2 Colborne .....	5				1
	Lizzie M. Trudgeon .....	II	1	1 Goderich .....	3				1
	Sara J. Bell .....	I	1	2 Goderich .....	3				1
	Robt. F. Stelck .....	III	3	7 Hay .....	7				1
	Geo. S. Howard .....	II	1	9 Stanley .....	3				1
	A. E. Aikenhead .....	III	2	10 Stanley .....	8				1
	Wm. H. Johnston .....	II	1	14 Stanley .....	3				1
	John A. McNaughton .....	II	2	1 Stephen .....	4				1
	Maude A. Horton .....	II	1	1 Usborne .....	3				1
	Robt. J. Hamilton .....	II	1	4 Usborne .....	4				1
	Chas. A. Tebbutt .....	II	1	4 W. Wawanosh .....	6				1
	Lillian Robinson .....	III	1	16 E. Wawanosh .....	3				1
Kent, E.....	John E. Anderson .....	I	8	Blenhern Town .....	28	1			
	Henry Kelly, B.A. ....	II	4	Bothwell Town .....	27	1			
	J. G. Cameron .....	II	4	Thamesville Village .....	32	1			
	J. D. Campbell .....	I	4	6 Orford .....	30	1			
	Lizzie Noack .....	II	1	13 <sup>1</sup> / <sub>2</sub> Harwich .....	6			1	
	Grant Nablo .....	III	1	8 Harwich .....	6			1	
	Flora Campbell .....	I	1	6 Harwich .....	10			1	
	Emma Bottoms .....	I	1	1 Howard .....	5			1	
	Duncan Johnston .....	II	1	2 Howard .....	7			1	
	Lottie Galloway .....	III	1	13 Howard .....	6			1	
	Margt. Scurrah .....	II	1	8 Camden .....	6			1	
	Ollie M. Drewery .....	II	2	2 <sup>1</sup> / <sub>2</sub> Harwich .....	4				1
	Stella Rowe .....	II	1	9 Harwich .....	3				1
	Jas. R. Newkirk .....	II	1	9 Harwich .....	3				1
	Jas. E. Stevenson .....	II	1	11 Harwich .....	4				1
	Mabel Doherty .....	I	1	16 Harwich .....	3				1
	Bert McBrien .....	III	1	5 Camden .....	4				1
	J. E. Caldwell .....	II	2	3 Orford .....	3				1
	Jenny L. Russell .....	III	1	10 Orford .....	3				1
Kent, W.....	G. A. Miller .....	I	8	Dresden Town .....	43	1			
	E. E. Dadson .....	I	10	*Wallaceburg Town .....	80	1			
	Jessie Ferguson .....	II	2	9 Chatham .....	20		1		
	W. C. Dainty .....	II	3	U. 4 Romney .....	21		1		
	Angus McLean .....	III	2	U. 5 Raleigh .....	13		1		
	I. S. McAllum .....	II	3	Tilbury Village .....	14		1		
	Carrie M. Rowe .....	II	1	6 Chatham .....	6			1	
	Beatrice Boulton .....	III	2	12 Chatham .....	10			1	
	Wm. J. Walsh .....	III	1	6 Dover .....	6			1	
	Gordon Griffin .....	III	1	11 Dover .....	8			1	
	Harry M. Fleming .....	III	1	5 Raleigh .....	10			1	
	Maggie McIsaac .....	II	1	7 Raleigh .....	6			1	
	Elizabeth Patterson .....	II	1	13 Raleigh .....	8			1	
	Wm. S. Bell .....	II	1	U. 6 Raleigh .....	7			1	
	C. Ross McColl .....	III	1	2 E. Tilbury E .....	5			1	
	Roger Hutchinson .....	III	1	3 S. Tilbury E .....	6			1	
	Lizzie Wilson .....	II	2	5 E. Tilbury E .....	8			1	
	Lulu Palmer .....	III	1	8 Tilbury E .....	5			1	
	Dora McKerrall .....	III	1	8 Chatham .....	3				1
	Ethel Mickle .....	III	1	14 Chatham .....	3				1
	Nettie McKnight .....	II	1	U. 1 Chatham .....	3				1

\*Two teachers doing Continuation Class work only.

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils	Class of School.			
						A	B	C	D
Kent, W.—Con....	Berta Robinson .....	III	1	12 Chatham.....	4				1
	Cora C. Doyle.....	III	1	U. 3 Raleigh.....	3				1
	C. W. Prowd.....	III	1	2 Romney.....	3				1
	Alice Estabrook.....	III	1	2 W. Tilbury E.....	3				1
	Cassie M. Hill.....	II	1	4 Tilbury E.....	4				1
Lambton, E., No. 2.	D. Hicks, B.A.....	I	5	Alvinston Village .....	37	1			
	Libbie Cruickshank ..	I	6	Oil Springs Village ..	25	1			
	Jas. J. Wilson.....	II	2	17 Enniskillen.....	7			1	
	Benj. Parker.....	II	2	Arkona Village.....	5			1	
	J. A. Cameron.....	II	1	15 Warwick.....	3				1
Lambton, W., No. 1.	Neil McLean.....	II	3	Wyoming Village .....	5			1	
	Roy J. Fuller.....	III	2	18 Moore.....	5			1	
	Angus D. MacPherson ..	III	1	5 Bosanquet.....	5			1	
	Edward Slaughter.....	III	1	8 Bosanquet.....	5			1	
	John Brownlee.....	III	1	14 Sombra.....	3				1
Lanark.....	Frank McCordie.....	II	3	11 Moore.....	3				1
	Chas. E. Johnson.....	II	1	3 Plympton.....	3				1
	R. Beatty.....	II	5	Lanark Village.....	37	1			
	Mima Ellis.....	II	3	4 Pakenham.....	22		1		
	R. W. Motherwell.....	III	1	1 Burgess, N.....	3				1
Leeds, No. 1.....	Mrs. E. J. Foley.....	II	2	12 Bathurst.....	3				1
	Miss L. Weeks.....	II	1	5 Pakenham.....	4				1
	Euphemia Allan.....	III	1	8 Montague.....	3				1
	John A. McDonald.....	II	2	11 Drummond.....	3				1
	Janet Dodd.....	III	1	3 Lavant.....	3				1
Leeds, No. 2.....	H. S. Mott.....	I	4	4 N. Crosby.....	13	1			
	W. D. Hannah.....	I	3	Newboro' Village.....	15		1		
	M. Foster.....	II	2	5 S. Crosby.....	6			1	
	W. Cauley.....	II	2	6 Bastard.....	6			1	
	Nina Buell.....	I	2	7 Elizabethtown.....	3				1
Leeds & Grenville..	Ethel Richards.....	II	2	11 Kitley.....	4				1
	Thos. N. Lewis, B.A.....	I	5	*Merrickville Village ..	37	1			
	J. Herford Steer.....	III	2	17 Augusta.....	5			1	
	J. E. Burchill.....	II	2	15 Edwardsburgh.....	10			1	
	Wm. J. McLachlan.....	II	2	1 and 5 Oxford.....	4				1
Lennox & Addington	Bertha Agnew.....	II	1	17 Oxford.....	3				1
	W. H. Stewart.....	I	3	Bath Village.....	34	1			
	A. Stevenson.....	III	1	4 Amherst Island.....	4				1
	Emily Montray.....	III	1	1 Amherst Island.....	6				1
	A. A. McQuarrie.....	II	1	19 Ernesttown.....	4				1
Lincoln.....	J. W. Wilson.....	III	1	4 S. Fredericksburg ..	4				1
	Bertha Addy.....	III	1	9 S. Grimsby.....	3				1
	Wm. Jamieson.....	III	1	8 Gainsboro.....	4				1
	Jas. D. McDonald.....	II	2	4 N. Dorchester.....	8			1	
	Charlotte Vining.....	II	1	1 London.....	5			1	
Middlesex, E....	Miss S. McLellan.....	II	1	18 & 21 Westminster ..	7			1	
	F. W. Scott.....	II	2	2 Delaware.....	4				1
	Gertrude Howard.....	III	1	3 N. Dorchester.....	3				1
	Esther Heatly.....	II	2	7 N. Dorchester.....	3				1
	May E. Robson.....	II	1	16 N. Dorchester.....	3				1
Middlesex, W.....	F. Henry Stanley.....	III	1	19 & 9 N. Dorchester ..	3				1
	Chas. F. Price.....	II	1	4 London.....	3				1
	Jas. Hillis.....	II	1	6 London.....	3				1
	Maggie M. Miller.....	III	1	16 London.....	3				1
	Marion Porteous.....	II	2	17 London.....	3				1
Middlesex, W.....	Martha Upshall.....	III	1	14 McGillivray.....	3				1
	Bella McMartin.....	II	1	2 Nissouri.....	3				1
	Flora McColl.....	II	1	10 Westminster.....	3				1
	Daniel McGregor.....	II	1	13 Westminster.....	3				1
	Olive McIntyre.....	III	1	14 Westminster.....	3				1
Middlesex, W.....	Blanche Mills.....	I	1	17 Westminster.....	3				1
	Elsie Waugh.....	II	1	7 London.....	4			1	
	W. G. Robinson.....	II	2	U. 16 Caradoc & Ekfrid	9			1	
	Melvin Payne.....	II	1	10 Lobo.....	7			1	
	C. J. Bradley.....	II	2	15 Caradoc.....	7			1	
Middlesex, W.....	Sara Brodie.....	II	1	1 Ekfrid.....	3				1
	D. G. Galbraith.....	II	1	U. 8 Ekfrid & Mosa ..	4				1
	Mary McEachran.....	I	1	6 Ekfrid.....	4				1
	James Ramsay.....	III	1	3 Lobo.....	3				1

\*Two teachers doing Continuation Class work only.

## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Middlesex, W.— <i>Con.</i>	Dan. J. McGugan....	III	1	8 Lobe.....	4				1
	Clive Allen.....	III	1	U. 9 Lobe.....	4				1
	Frank Stidwell....	II	1	U. 17 Mosa & Ekfrid...	3				1
	Geo. Glendinning....	III	1	1 E. Williams.....	4				1
	Edith M. Bogue....	II	1	U. 7 E. Williams.....	4				1
	Peter McKishan....	III	1	9 E. Williams.....	3				1
	Donald McPherson..	II	1	U. 16 W. Williams.....	3				1
Norfolk .....	J. A. Irwin.....	I	4	Delhi Village.....	16			1	
	T. W. McLean....	II	2	6 Charlotteville.....	8			1	
	M. C. Scott.....	III	1	12 Townsend.....	8			1	
	Jas. S. Brown.....	III	1	7 Walsingham.....	6				1
	A. D. Hyde.....	III	1	23 Townsend.....	8				1
	Mary E. Jamieson..	II	1	24 Townsend.....	4				1
	R. A. Catherwood..	II	2	10 Windham.....	4				1
Northumberland....	E. J. Wethey, B.A..	I	4	2 Percy.....	39	1			
	Geo. A. Dawe.....	II	2	2 Alwick.....	3				1
	J. H. Minakar.....	II	1	8 Percy.....	3				1
	A. S. Chapin.....	II	1	4 Cramahe.....	3				1
	John Mann.....	II	1	7 Hamilton.....	3				1
	Chas. H. Fenton....	II	1	2 Haldimand.....	4				1
	Minnie Downs.....	III	1	3 Percy.....	3				1
Ontario, N.....	R. J. Johnston.....	II	4	Cannington Village.....	13		1		
	J. Givens.....	II	3	Beaverton Village.....	17		1		
	Miss J. M. Kelly....	II	1	3 Mara.....	6			1	
	Wm. Fallowdowne..	II	3	13 Brock.....	9				1
	Kate Fox.....	II	1	7 Mara.....	5			1	
	John Ward.....	II	1	9 Mara.....	9			1	
	Eugene Richardson..	II	2	5 Scott.....	6			1	
	Janey McDowel.....	III	1	3 Uxbridge.....	5				1
	Edward Blanchard..	III	1	8 Scott.....	5				1
	Herbert Gillson....	III	1	2 Brock.....	3				1
	Henry Hart.....	II	1	6 Brock.....	6				1
	Ida Arnott.....	III	1	1 Mara.....	3				1
	Martha Cameron....	II	1	2 Mara.....	3				1
	Marguerite Healy...	II	1	6 Mara.....	3				1
	Nettie Kennedy.....	II	1	1 Thorah.....	3				1
	H. Lettie Black.....	II	1	5 Thorah.....	4				1
	Alice Davis.....	III	1	U. 4 Rama.....	4				1
Ontario, S.....	A. Lamon.....	II	1	10 Pickering.....	3				1
	Rose M. Wilson....	I	2	8 Pickering.....	3				1
	Arvella Real.....	III	1	11 Reach.....	3				1
	G. D. Aird.....	III	1	5 Reach.....	3				1
	Geo. Pentland.....	I	5	Norwich Village.....	29	1			
Oxford .....	Jas. W. Fraser, B.A.	II	3	Embro Village.....	11		1		
	C. W. Milburn.....	I	3	U. 21 Blenheim.....	16		1		
	H. E. Wicker.....	I	3	24 Blenheim.....	20		1		
	C. A. Garthwaite....	II	3	6 S. Norwich.....	12		1		
	H. A. Glaspell.....	I	4	U. 13 E. Zorra.....	15		1		
	P. H. Hendershott..	II	2	U. 3 N. Norwich.....	5			1	
	J. M. Scott.....	I	3	U. 5 E. Nissouri.....	7			1	
	M. B. Hugill.....	II	2	5 Dereham.....	5			1	
	D. A. McDonald.....	II	1	10 W. Zorra.....	5			1	
	G. C. Smith.....	II	2	6 Dereham.....	3				1
	J. A. McDonald.....	II	1	6 E. Zorra.....	4				1
	A. M. Burchell.....	I	4	Bolton Village.....	22	1			
	Matthew Cree.....	II	2	15 Caledon.....	5			1	
	Geo. M. Dix.....	II	2	U. 21 Toronto.....	3				1
	John B. Dunbar....	I	3	Milverton Village.....	12		1		
Perth.....	Wm. W. Hart.....	III	1	3 Blanshard.....	7			1	
	Albert E. Smith....	II	2	4 N. Easthope.....	4				1
	Wm. Robertson.....	III	1	5 Elma.....	3				1
	L. Chester McRoberts	III	1	5 Fullarton.....	3				1
	Samuel Sample.....	II	2	3 Fullarton.....	5				1
	J. Wesley Mark.....	II	1	9 Blanshard.....	4				1
Peterborough.....	S. W. E. Hill.....	I	5	Lakefield Village.....	10		1		
	D. L. Somerville....	II	4	Havelock Village.....	6			1	
	Thomas J. Wallace..	II	2	4 Otonabee.....	8			1	
Prescott & Russell..	Sarah McLaughlin..	II	2	2 Cumberland.....	5			1	
	C. M. Rowe.....	II	2	Rockland Village.....	6			1	
	S. A. Hitsman.....	I	3	2 Russell.....	7				1
	W. L. Summerby....	III	2	5 Cumberland.....	4				1
	H. Shirreffs.....	III	1	1 Clarence.....	4				1



## APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Prescott & Russell. —Con.....	George H. Ashman...	II	2	1 S. Plantagenet. ....	7	..	..	..	1
	W. Bradley .....	III	1	4 Caledonia .....	5	..	..	..	1
	Nellie Watson .....	III	1	4 E Hawkesbury .....	3	..	..	..	1
Prince Edward.....	W. K. Beech .....	III	2	Wellington Village..	13	..	1	..	..
	Walter J. Osborne...	I	2	7 Hallowell .....	12	..	..	1	..
	Frank B. Clarke .....	I	2	17 Hillier .....	7	..	..	1	..
	E. W. Ward .....	II	1	13 Hallowell .....	6	..	..	1	..
	J. Gallagher .....	III	1	11 S. Marysburgh .....	5	..	..	1	..
	J. E. Benson .....	II	1	2 Ameliasburgh .....	4	..	..	..	1
Renfrew. ....	J. K. Osborne .....	III	1	13 Ameliasburgh .....	6	..	..	..	1
	Miss A. Colliver .....	III	1	12 Sophiasburgh .....	4	..	..	..	1
	Wycliffe Trench, B.A.	I	4	Eganville Village..	23	1	..	..	..
	Geo. R. Wood .....	II	2	7 Westmeath .....	13	..	1	..	..
	Delia Benn .....	II	1	3 Admaston .....	6	..	..	..	1
	John Johnston, B.A.	III	2	5 Bagot .....	8	..	..	..	1
Simcoe, E. and W. Muskoka. ....	Margaret Armstrong..	III	1	4 Ross .....	5	..	..	..	1
	Maud Greaves .....	II	2	6 Ross .....	6	..	..	..	1
	Charlie McMain .....	I	2	2 Westmeath .....	4	..	..	..	1
Simcoe, N. ....	Archie Thompson .....	III	3	7 Medonte .....	4	..	..	..	1
	Maud Blair .....	III	1	1 Humphrey .....	3	..	..	..	1
	Thos. Tanton .....	II	1	6 Oro .....	4	..	..	..	1
Simcoe, S. W. ....	Annie McGuire .....	III	1	9 Stephenson .....	3	..	..	..	1
	A. McKee .....	I	12	Midland Town .....	28	1	..	..	..
	Thos. Gowan .....	I	4	Creemore Village .....	12	1	..	..	..
	Geo. A. Clarke .....	I	4	5 Flos .....	15	..	1	..	..
	M. Johnstone .....	II	1	3 Sunnidale .....	9	..	..	1	..
	Philip Wishar .....	II	4	Pentanguishene T'n.	14	..	1	..	..
	Ernest Skitch .....	II	2	3 Vespria .....	5	..	..	..	1
	D. J. Ritchie .....	II	1	14 Tiny .....	4	..	..	..	1
	Arthur M. Woodley ..	II	2	2 Oro .....	6	..	..	..	1
	Thos. Hindle .....	II	2	9 Vespria .....	5	..	..	..	1
	A. J. Speers .....	I	6	*Alliston Town .....	46	1	..	..	..
	W. L. Kidd .....	I	6	*Stayner Town .....	34	1	..	..	..
Stormont.....	Thos. Elliott, B.A. ....	I	4	*Tottenham Village..	37	1	..	..	..
	Geo. A. Clark .....	I	4	*5 Essa .....	32	1	..	..	..
	J. A. MacPherson .....	II	4	*Beeton Village .....	25	1	..	..	..
	Jas. E. Holt .....	II	2	10 W. Gwillimbury .....	10	..	1	..	..
	John G. Christie .....	III	2	3 Nottawasaga .....	13	..	1	..	..
	Joseph H. Speers .....	III	2	7 Essa .....	12	..	1	..	..
	Geo. Sutherland .....	II	2	13 Nottawasaga .....	11	..	1	..	..
	Geo. L. Thompson .....	I	1	6 Essa .....	8	..	..	1	..
	John M. McGuire .....	II	2	10 Essa .....	7	..	..	1	..
	J. D. Cowles .....	II	1	4 Innisfil .....	9	..	..	1	..
	D. J. Fraser .....	III	1	7 Innisfil .....	7	..	..	1	..
	Eva Evans .....	II	1	5 W. Gwillimbury ..	6	..	..	1	..
	Chas. Deering .....	II	2	10 Innisfil .....	5	..	..	1	..
	Thos. Irwin .....	II	1	4 Tossorontio .....	6	..	..	1	..
	Thos. Scott .....	II	1	8 Tossorontio .....	6	..	..	1	..
	Kate O'Hara .....	II	1	4 Adjala .....	4	..	..	..	1
	Archie Creary .....	II	1	6 Adjala .....	3	..	..	..	1
	Willard Fife .....	III	1	1 Essa .....	3	..	..	..	1
Victoria, E. ....	Roy S. Hamer .....	III	1	2 Essa .....	4	..	..	..	1
	Gertrude Steele .....	III	1	3 Essa .....	3	..	..	..	1
	Alfred G. Green .....	II	1	19 Tecumseth .....	4	..	..	..	1
	Geo. Wilson .....	II	1	5 Tossorontio .....	4	..	..	..	1
	Edith M. Adams .....	I	3	14 Roxborough .....	11	1	..	..	..
	James Froats .....	I	3	3 Finch .....	14	1	..	..	..
Victoria W., etc....	R. A. Baker .....	III	3	4 Osnabruk .....	14	..	1	..	..
	Geo. S. Mattice .....	II	1	9 Osnabruk .....	3	..	..	..	1
	Alice Young .....	II	1	6 Osnabruk .....	3	..	..	..	1
	Charles Ramsay .....	I	5	Bobcaygeon Village..	18	1	..	..	..
	Rupert Wagar .....	II	1	3 Verulam and Fenelon	3	..	..	..	1
	Neil Q. McEachern .....	II	1	6 Ops .....	3	..	..	..	1
Victoria W., etc....	W. C. Shier, B.A. ....	I	10	*Bracebridge Town ..	44	1	..	..	..
	Ed. Mosgrove .....	II	2	8 Eldon .....	8	..	..	1	..
	V. Wilson .....	II	2	Woodville Village ..	6	..	..	1	..
	T. C. Birchard .....	II	2	U.1 Bexley .....	8	..	..	..	1

\*Two teachers doing Continuation Class work only.

APPENDIX E.—*Concluded.*

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Waterloo.....	P. H. Huyek.....	I	4	New Hamburg Vil..	7	.....	.....	1	.....
	James Kerr.....	II	4	16 Wellesley.....	5	.....	.....	1	.....
	J. Corrigan.....	I	6	Elmira Village.....	4	.....	.....	.....	1
	J. D. Ramsay.....	II	9	Hespeler Town.....	4	.....	.....	.....	1
Welland.....	James Kirkwood.....	I	3	Fort Erie Village.....	15	.....	1	.....	.....
	Chas. E. Hansel.....	II	5	Bridgeburg Village.....	25	.....	1	.....	.....
	D. W. McKay.....	I	5	Pt. Colborne Village	14	.....	1	.....	.....
	W. H. Metcalf.....	II	3	11 Bertie.....	16	.....	1	.....	.....
	W. B. Buckner.....	III	2	5 Humberstone.....	8	.....	.....	1	.....
	Mabel M. Elliott.....	II	1	3 Pelham.....	6	.....	.....	1	.....
	A. Louise Bradley.....	I	2	9 Pelham.....	7	.....	.....	1	.....
Wellington, N.....	Emma C. Davison.....	II	1	6 Wainfleet.....	6	.....	.....	1	.....
	G. A. Campbell.....	II	4	Drayton Village.....	30	1	.....	.....	.....
	Douglas Forsyth.....	II	8	Palmerston Town.....	20	1	.....	.....	.....
	Mary Duncan.....	II	2	12 Maryboro'.....	12	.....	1	.....	.....
	Clarence Long.....	II	2	2 Peel.....	8	.....	.....	1	.....
	John A. Gray.....	II	3	Clifford Village.....	4	.....	.....	.....	1
Wellington, S.....	Robt. D. Feheley.....	I	3	Erin Village.....	23	1	.....	.....	.....
	Jas. A. Davidson.....	II	2	9 Eramosa.....	10	.....	.....	1	.....
	W. H. Rowan.....	II	2	6 Erin.....	6	.....	.....	1	.....
	Peter Yemen.....	II	2	7 W. Garafraxa.....	9	.....	.....	1	.....
	Fravilla Robinson.....	II	1	4½ Eramosa.....	4	.....	.....	.....	1
	Olive Thomson.....	III	1	U.2 Erin.....	7	.....	.....	.....	1
	Alex. H. McIntosh.....	III	1	6 Puslinch.....	4	.....	.....	.....	1
	Sara Blyth.....	I	2	8 Puslinch.....	5	.....	.....	.....	1
	Jas. Armstrong.....	II	1	9 Puslinch.....	5	.....	.....	.....	1
	W. L. Elvidge.....	II	1	6 W. Garafraxa.....	5	.....	.....	.....	1
Wentworth.....	Chas. H. Stuart.....	II	3	5 Ancaster.....	20	.....	1	.....	.....
	A. E. Wilcox.....	II	4	4 Saltfleet.....	12	.....	1	.....	.....
	Lillie Raycroft.....	III	2	3 Barton.....	6	.....	.....	1	.....
	Jas. E. Stewart.....	II	2	7 W. Flamboro.....	8	.....	.....	1	.....
	Geo. D. Ralston.....	I	2	6 Ancaster.....	9	.....	.....	1	.....
	Annie Bell.....	II	2	11 Ancaster.....	4	.....	.....	.....	1
	W. G. Patrick.....	III	1	6 Beverly.....	4	.....	.....	.....	1
	Lizzie Winter.....	III	1	14 Beverly.....	3	.....	.....	.....	1
	Ada H. Lewis.....	II	2	5 E. Flamboro.....	4	.....	.....	.....	1
	Fanny A. Twiss.....	I	1	6 W. Flamboro.....	6	.....	.....	.....	1
	R. E. Jamieson.....	III	2	9 W. Flamboro.....	10	.....	.....	.....	1
	J. W. Rymal, B.A.....	I	3	13 E. Gwillimbury.....	19	1	.....	.....	.....
York, N.....	T. A. Colquhoun.....	I	3	14 King.....	20	1	.....	.....	.....
York, S.....	D. A. Carmichael.....	III	4	Woodbridge Village.....	27	.....	1	.....	.....
	Albert W. Urmy.....	II	2	16 Markham.....	4	.....	.....	.....	1
Manitoulin, Algoma, etc.....	R. O. White.....	I	4	Gore Bay Town.....	36	1	.....	.....	.....
	F. H. Hurlburt.....	II	2	2 Assiginack (Manito- waning).....	14	.....	.....	1	.....
	D. M. Christie.....	I	4	Bruce Mines Town.....	28	1	.....	.....	.....
	W. Argue.....	II	4	Thessalon Town.....	11	.....	.....	1	.....
	R. D. Fleming.....	II	4	Little Current Town.....	13	.....	.....	.....	1
	Catherine G. Campbell	I	1	1 Lefroy & Plummer.....	4	.....	.....	.....	1
	Geo. Evans.....	II	3	1 Schreiber.....	9	.....	.....	1	.....
W. Parry Sound and N. Nipissing....	A. M. Currie.....	I	12	*Parry Sound Town.....	59	1	.....	.....	.....
	Wm. M. Bradley.....	I	7	Copper Cliff Town.....	13	.....	1	.....	.....
	Wm. P. Hedley, B.A.....	I	4	Sudbury Town.....	12	.....	.....	.....	1
	Fred Pearen.....	I	4	Sturgeon Falls Town.....	7	.....	.....	.....	1
	B. Cryderman.....	III	2	1 Chapman.....	4	.....	.....	.....	1
	Etta Canning.....	II	1	1 McKellar.....	4	.....	.....	.....	1
R. C. S. Schools, E. Ontario.....	Sr. St. Ernestine.....	.....	4	Eganville Village.....	35	1	.....	.....	.....
	Sr. St. Andrew.....	.....	3	4 N. Crosby.....	30	.....	1	.....	.....
R. C. S. Schools, Central Ontario.	M. J. McDonnell.....	II	5	Mattawa Town.....	7	.....	.....	1	.....
	Thos. J. Ryan.....	II	1	10 Adjala.....	9	.....	.....	1	.....
	Mary E. Breen.....	II	4	Sturgeon Falls Town.....	3	.....	.....	.....	1
	Sr. Gertrude.....	.....	4	Sudbury Town.....	3	.....	.....	.....	1
R. C. S. Schools, W. Ontario.....	Sister Ethelbert.....	.....	5	Amherstburg Town.....	19	1	.....	.....	.....
	Eugenie Crunican.....	II	1	6 Raleigh.....	6	.....	.....	1	.....
	Annie Begley.....	II	1	5 Raleigh.....	3	.....	.....	.....	1
Totals.....					4864	65	48	134	233

\* Two teachers doing Continuation Class work only.

## APPENDIX F.—PROCEEDINGS FOR THE YEAR 1903.

## I. REGULATIONS AND CIRCULARS.

## INTERIM AMENDMENTS TO THE REGULATIONS.

(Approved July, 1903.)

Pending the complete revision of Departmental Regulations, the following modifications are made in the revised Regulations which came into force in June, 1901:

## Public School Courses of Study.

Stenography and typwriting are now optional subjects for the Fifth Form of the Public Schools.

## Junior Leaving Standing.

(1) As announced in July, 1902, there will be no examination for Public School Leaving or Part I Junior Leaving Standing.

(2) A Part II Junior Leaving certificate will give full Junior Leaving Standing if endorsed and certified to by any High School Principal or Public School Inspector with a statement that the holder has taken the required course in all subjects (Geography, History, Drawing, Bookkeeping, Reading, etc.) for Part I Junior Leaving Standing.

(3) A candidate for Part II Junior Leaving Standing who selects the Chemistry option may omit Latin; but he will be required, if he exercises this privilege, to obtain 60 per cent. on the total (Regulations 43 (3) and 46).

## Junior and Senior Non-Professional Examinations for Public School Teachers' Certificates.

(1) After September, 1905, the course for the Junior Non-Professional examinations for Public School teachers will consist mainly of English and Mathematics with Science; and the standard for pass at the Departmental examinations thereon will be 40 per cent. of the marks assigned to each paper, and 60 per cent. of the aggregate of marks. As announced in July, 1902, Latin will no longer be obligatory for this grade of Public School Teachers; but candidates at the examinations therefor who take also the papers on the lower and middle school courses in Latin (the pass matriculation course) at the July departmental examinations of the same year and who make at least 34 per cent. on each of such Latin papers and 50 per cent. of the aggregate of the marks assigned to both papers (the grammar and prose and the authors papers) shall have the marks so obtained added as a bonus to their marks on the subjects of the Junior Non-Professional examinations for Public School Teachers' certificates.

(2) After September, 1905, the examinations in the course in Latin prescribed for the Upper School will be obligatory at the Senior Non-Professional examination for Public School Teachers, and an option will be allowed between part of the Science of the Upper School and one of the other Arts Matriculation languages.

## Commercial Diplomas.

No departmental examination will be held hereafter for Commercial Diplomas. Boards of School Trustees may, however, grant diplomas on the courses of study heretofore prescribed for Parts I and II of the Departmental Commercial Diploma, or on such modifications thereof as may be approved by the Minister of Education.

## District Certificates.

(Regulations 44, 63 and 64.)

(1) When in the opinion of the County Board of Examiners or of a District Public School Inspector, the standard of the Junior Leaving examination is too high for



the condition of the County or District or any portion thereof, the Minister of Education may authorize the issue of District Certificates but the examinations therefor shall be held only in such counties or districts, and the professional certificate based thereon shall be valid only for such schools as each County Board or District School Inspector may designate.

(2) Candidates for District Certificates shall pass an examination in the following subjects as now defined in the courses of study for Forms I and II of the High Schools: English Grammar, English Literature, English Composition, Arithmetic and Mensuration, Algebra, Geometry, History, Geography, and Spelling; but any certificate obtained on the above examination will give the non-professional standing required for a District Certificate only when endorsed by a Public School Inspector or a High School Principal with a statement to the effect that the holder thereof has completed satisfactorily the courses of study in Reading, Drawing, Book-keeping, and Botany or Agriculture prescribed for Form I of the High Schools.

(3) The standard for this examination shall be 34 per cent. of the marks assigned to each paper and 50 per cent. of the aggregate marks.

(4) The literature selections for the examination in 1904 shall be as follows:

Longfellow: Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of Cinque Ports, The Bridge, A Glean of Sunshine.

### TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS AND TRAINING SCHOOLS.

#### Regulations.

(Approved August, 1903.)

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees. Books authorized in Forms I. and II. of the High School course may be used by pupils taking the corresponding subjects of Continuation Classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in Forms I., II. and III. Books authorized for use in the Public Schools may be used in Forms I and II.

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-books used in any school on the 1st July, 1903, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the the Rose Publishing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

## Public Schools. (Schedule A.)

First Reader, Part I., or A Modern Phonic Primer (Morang) or The Public School Phonic Reader Part I.....	\$o 10
First Reader, Part II., or Public School Phonic Primer, Part II.....	o 15
Second Reader .....	o 20
Third Reader .....	o 30
Fourth Reader .....	o 40
High School Reader .....	o 50
Public School Arithmetic.....	o 25
Public School Algebra and Euclid .....	o 25
Public School Geography or Morang's Modern Geography.....	o 75
Our Home and its Surroundings (for Junior Classes).....	o 40
Public School Grammar or .....	o 25
Morang's A Modern English Grammar .....	o 60
Public School History of England and Canada.....	o 30
History of the Dominion of Canada (Fifth Form).....	o 50
Public School Drawing Course, each number.....	o 05
Public School Physiology and Temperance .....	o 25
Public School Copy Book .....	o 07
Practical Speller .....	o 25
Public School Bookkeeping .....	o 25
Public School Agriculture .....	o 30
Public School Domestic Science (optional) .....	o 50

## French-English Readers.

First Reader, Part I .....	o 10
First Reader, Part II .....	o 15
Second Reader .....	o 25
Third Reader .....	o 35

## German English Readers.

Ahn's First German Book .....	o 25
Ahn's Second German Book .....	o 45
Ahn's Third German Book .....	o 45
Ahn's Fourth German Book .....	o 50
Ahn's First German Reader .....	o 50

## High Schools and Collegiate Institutes. (Schedule B.)

## English:

High School Reader .....	o 50
High School English Grammar .....	o 75
High School English Composition .....	o 50
Elementary English Composition (Sykes) .....	o 40
High School Composition from Models .....	o 75

## History and Geography.

High School Geography or .....	I 00
Morang's Modern Geography .....	o 75
High School History of England and Canada .....	o 65
High School History of Greece and Rome .....	o 75
Or Myer's Ancient History—Greece and Rome—Canadian Edition .....	o 75
History of the Dominion of Canada—Clement .....	o 50

## Mathematics.

High School Arithmetic .....	o 60
High School Algebra .....	o 75
Elements of Algebra, McLellan .....	o 75
High School Euclid, J. S. McKay or A. C. McKay, (Books I., II., III., 50 cents) .....	o 75

## Classics.

First Latin Book and Reader .....	I 00
Primary Latin Book and Reader .....	I 00
High School Beginner's Greek Book .....	I 50

## Moderns.

High School French Grammar and Reader .....	I 00
High School German Grammar and Reader .....	I 00

## Science.

High School Physical Science, Part I., 50 cents; Part II.....	\$ 0 75
High School Botany, Part II.....	0 60
High School Chemistry .....	0 50

## Bookkeeping and Drawing.

High School Bookkeeping .....	0 60
High School Drawing Course, each number .....	0 10

## Cadet Drill.

High School Cadet Drill (optional) .....	0 40
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## Training Schools. (Schedule C.)

## County Model Schools.

School Management, Millar .....	1 00
Methods in Teaching, Edited by Tilley .....	1 50
Public School Physiology and Temperance .....	0 25
Psychology applied to Teaching, Baldwin .....	1 50
Hand Book of Method for Teaching Phonic Reading, MacCabe .....	0 50
Steps in the Phonic System, Cullin & Niven .....	0 50
Elementary Phonetics, Burt .....	0 35
Elementary Treatise on Arithmetic, Taylor .....	0 50
Mental Arithmetic, McLellan & Ames .....	0 30
Algebraical Exercises, Barnes .....	0 30
Introductory Geometry, McLean .....	0 50
A Guide to Nature Study (Crawford) .....	0 90

## Normal Schools.

Lectures on Teaching, Fitch .....	1 00
School Management, Millar .....	1 00
Educational Reformers, Quick .....	1 50
Applied Psychology, McLellan .....	1 00
First Year at School, Sinclair .....	0 50
High School Cadet Drill Manual .....	0 40
Hints on Teaching Arithmetic, McLean .....	0 50
Public School Domestic Science .....	0 50

## Ontario Normal College.

Applied Psychology, McLellan .....	1 00
Education, Spencer .....	0 50
School Management, Millar .....	1 00
School Management, Landon .....	1 50
Educational Reformers, Quick .....	1 50
High School Cadet Drill Manual .....	0 40
Physical Culture, Houghton .....	0 50
Physical Education, MacLaren, Part II, sections II. and III.....	2 00

## Teacher's Reading Course for 1904. (Schedule D.)

Systematic Methodolgy (A. T. Smith) .....	2 00
Principles of Class Teaching (Findlay) .....	1 00
Interest and Education (D Garmo) .....	1 00

## PROVINCIAL EXAMINATION IN DRAWING, PAINTING, ETC.

## I.—Regulations.

1. The Education Department shall conduct an examination in April of each year for pupils attending art schools and evening classes. With the consent of the Education Department, pupils attending other schools may write at the same examination. The local expenses of the examination shall be paid by the school or class concerned.

2. Each Presiding Officer shall be responsible for the safe keeping of the parcel containing the examination papers, and for keeping the same, unopened, until the time of the examination; he shall preside at and be responsible for the proper conduct of the examination. Places shall be allotted to the candidates sufficiently far apart that they cannot overlook each other. He shall allot to each candidate the number given him for each course on the list.



3. Punctually at the time of the commencement of the examination in each subject the Presiding Officer, in the presence of the candidates, shall break the seal of the parcel containing the examination papers. The papers of one subject only shall be opened at one time, commencing with number 1 on the time-table, and following consecutively, unless instructions are given to conduct two or more examinations at the same time.

4. The Presiding Officer may permit the teacher of the class to assist in setting up objects for model drawing, drawing from the "round," etc. But he must leave the room before the examination papers are opened. Should any teacher wish to be examined, the Presiding Officer will place him apart from the other candidates during the examination.

5. Should any candidate be detected in copying from another, or allowing another to copy from him, or in taking into the room any book, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the Presiding Officer, if he obtains clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Presiding Officer shall report the case to the Minister of Education.

6. No candidate leaving the room after issue of the examination papers, in any subject, shall be permitted to return during the examination of the subject in hand. Candidates who have been admitted late must hand in their papers at the same time as the others.

7. Punctually at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop drawing or writing, and cause them to hand in their papers immediately; and shall check off each paper so as to be certain that the number on the paper agrees with the number of the candidate. In no case shall the Presiding Officer allow the teacher or any other person to examine the work of the students, neither shall he make any comments or remarks about the character of the work done.

8. The Presiding Officer shall secure in a sealed parcel or envelope the work of the candidates and all unused papers and drawings, and at the close of the examination and on the same day, shall forward the same by post or express, prepaid, to the Education Department.

## II.—Directions for Presiding Officer.

1. When distributing the papers, allot to each candidate the number given him for each course on the accompanying lists; as the candidates' names and numbers are entered in the Department Registers; no names on the list must be erased nor others substituted for them. If extra candidates present themselves for examination enter their names on the lists and allot them the last number on the list, with a letter of the alphabet added, thus, 486, 486a, 486b, etc.

2. When collecting the papers, check the numbers on the papers and see that they correspond with each candidate's number on the lists. All copies, drawings and papers must be returned to the Department of Education.

### Primary Art Course.

1. Freehand Drawing from Flat Examples.—An example to be copied is sent for each candidate. Notify the candidates that ruling, tracing or measuring, or other mechanical means of execution, are strictly forbidden in working this exercise. It must be pure outline; no shading allowed.

2. Practical Geometry.—Instruments must be used and all construction lines allowed to remain.

3. Linear Perspective.—Instruments must be used and all working lines allowed to remain.

4. Model Drawing.—Provide a sufficient number of the objects selected by the Department, and place them in such a position that all the candidates may have a full view of them. No measuring or use of instruments is allowed; but the pencil may be held between the eye and the object for the purpose of estimating its apparent size. This exercise must be pure outline, no shading allowed; the purpose being to combine correctness of drawing and neatness of execution.

5. Memory or Blackboard Drawing.—No instruments or measuring allowed. Either crayon or pencil may be used.

#### Advanced Art Course.

1. Shading from Flat Examples.—Sufficient copies are sent for groups of two students to one drawing. No ruling or measuring allowed. No restrictions as to style of shading—either point or stump may be used.

2. Outline Drawing from the "round."—This drawing must be life size, from an antique or modern bust. No ruling or measuring allowed. If there be any shading the exercise will not be examined.

3. Shading from the "round."—Provide a sufficient number of the objects selected by the Department; when possible they should be placed in the centre of the room; if at night underneath the light, and students arranged at a uniform distance around them. No restrictions as to style of shading.

4. Drawing from Flowers, etc.—Select plants in bloom, such as Chinese Primroses or small Geraniums, having a sufficient number of examples so that there be not more than three or four candidates copying the same plant. This must be strict outline; no shading allowed. Distance, 6 to 8 feet.

5. Industrial Design.—Instruments to be used—units of design may be repeated mechanically by means of tracing paper. Drawings of flowers or ornaments are supplied on which to base designs—not as copies. The designs may be in pencil, ink, or tinted, at the option of the student.

#### Mechanical Drawing Course.

1. Projection and Descriptive Geometry.—Instruments to be used.

2. Machine Drawing.—Instruments to be used.

3. Building Construction.—Instruments to be used.

4. Architectural Design.—Sessional work only is required.

5. Advanced Perspective.—Instruments to be used.

#### Industrial Art Course.

1. Modelling in Clay.—Send specimens of work done during the session certified by the teacher.

2. Wood-carving.—Send specimens of work done during the current academic year certified by the teacher.

3. Wood-engraving.—Send specimens of work done during the current academic year certified by the teacher.

4. Lithography.—Send specimens of work done during the current academic year certified by the teacher.

5. China Painting.—Send specimens of work certified by the teacher.

#### Extra Subjects.

Specimens of paintings, wood carving, etc., sent for examination for certificates must be numbered and sent to the Department prepaid.

Toronto, February, 1903.

## PROVISIONAL REGULATIONS, 1903.

(Approved March, 1903.)

## MANUAL TRAINING, HOUSEHOLD SCIENCE, AND SPECIAL TECHNICAL INSTRUCTION.

1. The plans of every building hereafter erected or of any room adapted for the purpose of Manual Training, Household Science, or Special Technical Instruction shall be submitted to the Minister of Education, and be subject to his approval, and a copy of such plans shall be filed in the Department of Education.

2. Subject to the provisions of sections 5, 7 and 8 hereof, every school maintaining a Manual Training department shall be entitled to the following annual grants:—

(a) A fixed grant of \$350.00.

(b) 10 per cent. of the expenditure over \$600.00 for teacher's salary or salaries, but so as not in any case to exceed \$100.00.

(c) 20 per cent. of the cost of equipment for each of the first five years, and thereafter of the annual renewals and additions.

3. Subject to the provisions of section 5, 7 and 8 hereof, every school maintaining a department for Household Science shall receive annually:—

(a) A fixed grant of \$200.00.

(b) 20 per cent. of the expenditure over \$500.00 for teachers' salaries, but so as not to exceed \$50.00.

(c) 20 per cent. of the cost of equipment for each of the first five years, and thereafter of annual additions and renewals.

4. Any school under the control of a Public, Separate, or High School Board, or Board of Education, or of a recognized Technical School Board, which is specially organized and equipped for giving instruction in the theory and practice of the mechanical and industrial arts and sciences, shall be entitled, to receive out of any Legislative appropriation therefor, in addition to such sums as they may be entitled to receive under sections 2 and 3 hereof, such further sum as the Minister of Education may approve, based upon inspection and report, but so as not in any case to exceed \$750.00. To be eligible for this grant the building in which instruction is given, equipment, courses of study, and qualification of staff shall be approved by the Minister of Education.

5. In apportioning the Legislative grants on equipments, the maximum value recognized shall be (a) for Manual Training \$500.00. (b) for Household Science \$300.00, but no grant in respect of equipment shall be paid where such equipment has been donated to the School Board.

6. The course of study, and the qualifications of every teacher hereafter employed, shall be subject to the approval and regulations of the Education Department.

7. The unit of distribution of the Legislative grant for Manual Training and Household Science shall be the time of one teacher for five hours on each of five days per week.

8. The grants mentioned in the foregoing sections shall be subject to such pro-rata increase or reduction as the Legislative appropriation therefor will permit.

9. No Manual Training or Household Science school or department will be recognized as efficiently equipped that is provided with accommodation for less than 12 or more than 25 students, at any one time, for practical work.

## REGULATIONS RE PRIVATE SCHOOLS.

(Approved August, 1903.)

Under the provisions of the amended Assessment Act, passed by the Ontario Legislature in 1903, Private Schools and Colleges shall be exempt from municipal taxation by complying with the following regulations:—



1. A copy of the Calendar or Prospectus of the institution shall be furnished the Education Department, giving all necessary information regarding the building and equipment, courses of study, staff of teachers or professors, etc. The teachers must hold legal certificates of qualifications or equivalent University attainments.

2. The approximate value of the property for which exemption is claimed shall be duly certified to by the authorities concerned. Exemption cannot be claimed for any property not in bona fide use for school purposes.

Incorporated institutions giving instruction to pupils in training solely for philanthropic and benevolent work, without expectation of gain or financial benefit to the members of the Corporation, shall be exempt.

3. The attendance of pupils of school age pursuing the obligatory subjects prescribed for Public, or Separate or High Schools must not be less than twenty-five, and a certificate must be furnished from some duly qualified physician showing that the class rooms and dormitories are sanitary in all regards.

4. Business Corporations under the designation of schools or colleges formed primarily for purposes of gain whose students are mainly adults taking special limited courses only, shall be liable for assessment as ordinarily heretofore.

5. A statement of the annual receipts and expenditure and such other information as the Minister of Education may require, shall be furnished to the Education Department on or before the first day of February of each year.

6. These regulations are provisional and valid only for the present year.

### NORMAL SCHOOLS.

#### Memorandum from the Education Department.

As already announced, the change in the length of the session of the Provincial Normal Schools will take effect in September, 1903. Hereafter the session will extend from the second Tuesday in September in each year to the third Friday in June of the year following, and will consist of two terms. The first term will begin on the second Tuesday in September and end on the eighteenth day of December of the same year. The second term of the session will begin on the seventh day of January of the following year and end on the third Friday in June next following.

Any teacher who has at least Junior Leaving standing and who has taught a Public School successfully for one year, or who, after passing the County Model School examination has taught for six months under the supervision of the Inspector of a city having a City Model School, or any person qualified for admission to the Ontario Normal College, may be admitted as a Normal School student, but every applicant for admission shall be required to produce a medical certificate of freedom from serious pulmonary affections and from seriously defective eyesight and hearing, and also a certificate of good moral character. These are to be presented to the Principal of the Normal School on the entrance day.

Application for admission is to be made to the Deputy Minister on or before the first day of September preceding the session to which admission is desired. The fee for the session is ten dollars (\$10.00), and is to be paid when application for admission is made. (If five dollars (\$5.00) had already been paid the further sum of five dollars (\$5.00) should be immediately sent.)

A calendar outlining the course of study and the requirements for graduation will be issued at an early date.

August 1, 1903.

## SCHOOL GARDENS.

## Regulations.

(Approved November, 1903.)

(1) For the purpose of encouraging agriculture and horticulture and also for the purpose of increasing the attractiveness of rural schools, the Minister of Education may issue instructions for the guidance of trustees, teachers and inspectors.

(2) Any rural School Board which provides a school garden with the necessary equipment and accommodation shall be entitled to a share of whatever money may be appropriated for the purpose by the Legislature.

(3) Every rural School Board which provides a school garden shall be entitled to an initial grant not exceeding one hundred dollars, and a subsequent annual grant of ten dollars, provided the appropriation made by the Legislature will warrant such payment.

(4) Should the appropriation made by the Legislature not be sufficient in any year to meet the demands arising from the establishment of school gardens, whatever sum is granted for the purpose by the Legislature will be paid pro rata.

(5) The area of the school garden must be at least one acre, in addition to that of the regular school grounds, to which it must be adjacent, or from which it must be removed only a short distance.

(6) The trustees must provide necessary tools and implements, such as rakes, hoes, lines, pruning knives, etc.

(7) A suitable shed must be erected for use as a working laboratory and for storage of tools, seeds, etc.

(8) Such instructions will be given by the Public School Inspector to the trustees and teacher as will meet the special character of the locality, and promote, so far as possible, a practical education.

(9) The grant will be payable on the report of the Inspector, who will certify that the School Board has complied with the prescribed conditions.

## CIRCULAR TO INSPECTORS.

Gentlemen,—Your continued interest in the due observance of Arbor Day and Empire Day in every school in your inspectorate is earnestly invited. This year the former falls on Friday May 1st and the latter on Friday May 22nd.

Your past efforts have been fruitful of much good and I believe are much appreciated but there are still many barren, unlovely school grounds to be made beautiful, and fresh young minds and hearts to be filled with an appreciation of and love for British institutions. Let Arbor Day be a bright, joyous holiday devoted to the pleasure of making beautiful what should be beautiful, and developing in the young minds a keen appreciation of nature. Let Empire Day be also a day which will foster a healthy national patriotism and awaken all the pleasurable emotions which the love of our country and empire should inspire.

The experience of past years will guide teachers and trustees in the arrangement of their programmes which will vary according to circumstances. The following suggestions may, however, be found helpful. On both days the Canadian Ensign should be raised.

## Arbor Day.

Preparation for Arbor Day should be begun two or three weeks beforehand. The work to be done should be carefully planned. In the laying out of paths or flower beds or in the location of trees, the trustees should be consulted. The kinds of trees to be planted, where they are to be obtained and all other preparations should be completed before the celebration of the day. Let there be variety in the kinds of trees selected. A collection of our native trees and shrubs growing in any school ground may be made to serve a useful educational purpose.

### The Forenoon.

The forenoon may be devoted to planting trees, making flower beds, clearing up the school grounds and sodding worn places. Let each class plant a tree, to be called "the class tree," and arrange its flower bed which it will care for.

### The Afternoon.

A musical and literary programme may be arranged for the afternoon. Such songs and poems as the following are suggested:—"The Maple Leaf Forever," "All Hail the Broad-leaved Maple," "Selections from Hiawatha," "The Ivy Green" (Dickens), "Woodman Spare That Tree" (Morris), "A Glorious Tree is the Old Gray Oak" (Hill), "Forget Me Not" (Phoebe Cary), "The National Anthem."

Talks on the destruction of forests, and the economic uses of forests will be appropriate.

### Empire Day.

As in previous years the forenoon exercise may be devoted to a study of the extent and resources of the British Empire, the relationships of the various outlying portions to the central authority, the different races owning the sway of the British Sovereign. Stirring incidents in the history of the Empire; great statesmen, soldiers, sailors and authors should all receive prominent attention.

An excellent programme for the afternoon may easily be prepared. Each teacher should try to enlist the co-operation of one or more of the trustees, the local clergymen, and all who can aid either by speech or song. Suitable recitations, readings and songs should be prepared by the pupils. The public should be invited. A few suitable selections for readings or recitations are given, but many others equally good may be chosen:—"Herve Riel" (Browning), "The Englishman" (Eliza Cook), "The Better Way" (S. Coolidge), "The Homes of England" (Hemans), "The Future of Canada" (Dufferin), "Sir Isaac Brock to his Soldiers" (Mair), "The Maple Leaf Forever," "Rule Britannia," "The Charge of the Light Brigade," "The National Anthem."

Toronto, Mar. 24th, 1903.

## SUMMER SCHOOL FOR TEACHERS.

The Education Department has made arrangements for a Summer School, to be held in London, Ont., at the beginning of the summer vacation. The purpose of the School is to give instruction in the following departments:—Manual Training, Household Science, Nature Study, Drawing.

Classes will be organized so as to enable students to take not more than two of these four departments. The course in Drawing will have special relation to the courses in Nature Study and Manual Training. Students may take classes in this subject along with any other two courses. Lectures will be given by specialists in the respective subjects. Any further information required will be obtained by students after the classes are organized. No fees will be required, and it may be presumed that the cost of books, etc., will be slight. The School will be organized at the Normal School, London, at 2 p.m., Thursday, July 2nd, when all necessary information will be given. The session will continue for three weeks. Certificates of attendance will be awarded to those students who show satisfactory proficiency.

Teachers who desire to avail themselves of the privileges offered, should make application at an early date to Mr. J. Dearness, Vice-Principal, Normal School, London, Ont. No special form of application will be needed. The number admitted will be limited to 100 and applications will be accepted in the order in which they are received.

Toronto, April, 1903.



## EXAMINATIONS 1904.

## PRESCRIBED TEXTS.

## Part II.—Junior Leaving.

English:—Tennyson, *Lady of Shalott*, *Lotus Eaters*, *Oenone*, *The Epic and Morte d'Arthur*, *Ulysses*, "You ask me why," "Of old sat Freedom," "Love thou thy land," *St. Agnes' Eve*, "Break, break, break," *Sir Galahad*, "Tears, idle tears," and the six interlude songs from *The Princess*, *The Brook*, *Ode on the Duke of Wellington*, *Charge of the Light Brigade*.

Shakespeare: *Julius Caesar*.

Latin: *Cornelius Nepos*, *Lives of Themistocles, Aristides and Hannibal*; *Caesar, Bellum Gallicum*, Bk. IV. (omitting Chap. 17), and Bk. V., Chaps. 1-23; *Vergil, Aeneid*, Bk. II. (1-505).

Greek: Selections from *Xenophon, Anabasis I.*, in *White's Beginner's Greek Book* (pp. 304-428, with the Exercises thereon; *Homer, Iliad I.*

French: *Lamennais, Paroles d'un croyant*, Chaps. VII. and XVII.; *Perrault, le Maître Chat ou le Chat Botté*; *Dumas, Un nez gelé*, and *la Pipe de Jean Bart*; *Alphonse Daudet, la Dernière classe*, and *la Chèvre de M. Seguin*; *Legouvé, la Patte de dindon*; *Pouvillon, Hortibus*; *Loti, Chagrin d'un vieux forçat*; *Molière, l'Avare, Acte III.*, sc. 5 (*Est-ce à votre cocher....sous la mienne*); *Victor Hugo, Waterloo*, Chap. IX.; *Rouget de L'Isle, la Marseillaise*; *Arnault, la Feuille*; *Chateaubriand, l'Exilé*; *Théophile Gautier, la Chimère*; *Victor Hugo, Extase*; *Lamartine, l'Automne*; *De Musset, Tristesse*; *Sully Prudhomme, le Vase brisé*; *Le Fontaine, le Chêne et le Roseau*.

*Daudet, la Belle Nivernaise*.

German: *Grimm, Rotkäppchen*; *Andersen, Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Bär*; *Ertl, Himmelsschlüssel*; *Frommel, Das eiserne Kreuz*; *Baumbach, Nicotiana, Der Goldbaum*; *Heine, Lorelei Du bist wie eine Blume*; *Uhland, Scherf's Sonntagslied, Das Schloss am Meer*; *Chamisso, Das Schloss Boncourt*; *Claudius, Die Sterne, Der Riese Goliath*; *Goethe, Mignon, Erlkönig, Der Sänger*; *Schiller, Der Jüngling am Bache*.

*Baumbach, Waldnovellen*.

## Senior Leaving.

English: Tennyson, *Lady of Shalott*, *Lotus Eaters*, *Oenone*, *The Epic and Morte d'Arthur*, *Ulysses*, "You ask me why," "Of old sat Freedom," "Love thou thy land," "St. Agnes' Eve," "Break, break break," *Sir Galahad*, "Tears, idle tears," and the six interlude songs from *The Princess*, *The Brook*, *Ode on the Duke of Wellington*, *Charge of the Light Brigade*.

Shakespeare: *Macbeth*, *Julius Caesar*.

Latin: *Cornelius Nepos*, *Lives of Themistocles, Aristides and Hannibal*; *Caesar, Bellum Gallicum*, Book IV., omitting Chap. 17, and Bk. V., Chaps. 1-23; *Vergil Aeneid II.*, lines 1-505; *Horace, Odes III. and IV.*; *Cicero In Catilinam I.*, III., IV.

Greek: *Xenophon, Anabasis I.* (Chaps. I.-VIII.); *Homer, Iliad I.*, *Odyssey XIX.*; *Lucian, Timon*; *Lysias, Pro Mantitheo and de Invalido*.

French: *Lamennais, Paroles d'un croyant*, Chaps. VII. and XVII.; *Perrault, le Maître Chat ou le Chat Botté*; *Dumas, Un nez gelé*, and *la Pipe de Jean Bart*; *Alphonse Daudet, la Dernière classe*, and *la Chèvre de M. Seguin*; *Legouvé, la Patte de dindon*; *Pouvillon, Hortibus*; *Loti, Chagrin d'un vieux forçat*; *Molière, l'Avare, Acte III.*, sc. 5 (*Est-ce à votre cocher....sous la mienne*); *Victor Hugo, Waterloo*, Chap. IX.; *Rouget de L'Isle, la Marseillaise*; *Arnault, la Feuille*; *Chateaubriand, l'Exilé*; *Théophile Gautier, la Chimère*; *Victor Hugo, Extase*; *Lamartine, l'Automne*; *De Musset, Tristesse*; *Sully Prudhomme, le Vase brisé*; *La Fontaine, le Chêne et le Roseau*.

Daudet, *la Belle Nivernaise*.

Saintine, *Picciola*. Ed. by A. R. Ropes, University Press (Cambridge).

German: Grimm, *Rotkäppchen*; Andersen, *Wie's der Alte macht*; *Das neue Kleid*, Venedig, *Rothschild, Der Bar*; Ertl, *Himmelsschlüssel*; Frommel, *Des eiserne Kreuz*; Baumbach, *Nicotiana, Der Goldbaum*; Heine, *Lorelei, Du bist wie eine Blume*; Uhland, *Schafer's Sonntagsglied, Des Schloss am Meer*; Chamisso, *Das Schloss Boncourt*; Claudius, *Die Sterne, Der Riese Goliath*; Goethe, *Mignon, Erlkönig, Der Sanger*; Schiller, *Der Jüngling am Bache*.

Baumbach, *Waldnovellen*.

Ebner-Eschenbach, *die Freiherren von Gemperlein*.

Wilhelmi, *Einer muss heiraten*.

Benedix, *Eigensinn*.

Toronto, September, 1903.

### APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1903.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of Population for the year 1902, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered "to appropriate out of moneys voted by the Legislature for public and separate schools a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with."

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

Toronto, May, 1903.

#### Public School Apportionment to Counties for 1903.

##### 1. COUNTY OF BRANT.

Municipalities.	Apportionment.
Brantford .....	\$616 00
Burford .....	500 00
Dumfries, South .....	290 00
Oakland .....	85 00
Onondaga .....	167 00
Total .....	\$1,658 00

##### 2. COUNTY OF BRUCE.

Albemarle .....	\$175 00
Amabel .....	337 00
Arran .....	290 00
Brant .....	483 00
Bruce .....	350 00
Carrick .....	295 00
Culross .....	228 00
Eastnor .....	186 00
Elderslie .....	260 00
Greenock .....	258 00
Huron .....	391 00

##### 3. COUNTY OF BRUCE.—Con.

Municipalities.	Apportionment.
Kincardine .....	\$330 00
Kinloss .....	269 00
Lindsay and St. Edmunds....	95 00
Saugeen .....	179 00
Total .....	\$4,126 00

##### 3. COUNTY OF CARLETON.

Fitzroy .....	\$294 00
Gloucester .....	535 00
Goulbourn .....	303 00
Gower, North .....	248 00
Huntley .....	260 00
March .....	81 00
Marlborough .....	183 00
Nepean .....	459 00
Osgoode .....	498 00
Torbolton .....	112 00
Total .....	\$2,973 00

## 4. COUNTY OF DUFFERIN.

Amaranth .....	\$326 00
Garafraxa, East .....	226 00
Luther, East .....	239 00
Melancthon .....	442 00
Mono .....	408 00
Mulmur .....	328 00
Total .....	\$1,969 00

## 5. COUNTY OF ELGIN.

Aldborough .....	\$560 00
Bayham .....	434 00
Dorchester, South .....	155 00
Dunwich .....	385 00
Malahide .....	434 00
Southwold .....	463 00
Yarmouth .....	585 00
Total .....	\$3,016 00

## 6. COUNTY OF ESSEX.

Anderdon .....	\$234 00
Colchester, North .....	226 00
Colchester, South .....	336 00
Gosfield, North .....	243 00
Gosfield, South .....	276 00
Maidstone .....	293 00
Malden .....	107 00
Mersea .....	508 00
Pelee Island .....	76 00
Rochester .....	101 00
Sandwich, East .....	92 00
Sandwich, West .....	238 00
Sandwich, South .....	151 00
Tilbury, North .....	44 00
Tilbury, West .....	271 00
Total .....	\$3,196 00

## 7. COUNTY OF FRONTENAC.

Barrie .....	\$ 64 00
Bedford .....	168 00
Clarendon and Miller .....	99 00
Hinchinbrooke .....	151 00
Howe Island .....	
Kennebec .....	139 00
Kingston .....	306 00
Loughborough .....	176 00
Olden .....	126 00
Oso .....	130 00
Palmerston and N. and S. Can- onto .....	103 00
Pittsburg .....	265 00
Portland .....	251 00
Storrington .....	206 00
Wolfe Island .....	112 00
Total .....	\$2,296 00

## 8. COUNTY OF GREY.

Artemesia .....	\$436 00
Bentlnck .....	391 00
Collingwood .....	375 00
Derby .....	218 00
Egremont .....	376 00

## COUNTY OF GREY.—Con.

Euphrasia .....	356 00
Glenelg .....	286 00
Holland .....	366 00
Keppel .....	377 00
Normanby .....	506 00
Osprey .....	383 00
Proton .....	342 00
Sarawak .....	153 00
St. Vincent .....	340 00
Sullivan .....	412 00
Sydenham .....	403 00
Total .....	\$5,720 00

## 9. COUNTY OF HALDIMAND.

Canborough .....	\$102 00
Cayuga, North .....	182 00
Cayuga, South .....	92 00
Dunn .....	101 00
Moulton .....	219 00
Oneida .....	167 00
Rainham .....	209 00
Seneca .....	208 00
Sherbrooke .....	46 00
Walpole .....	498 00
Total .....	\$1,824 00

## 10. COUNTY OF HALIBURTON.

Anson and Hindon .....	\$ 32 00
Cardiff .....	72 00
Dudley, Dysart, Harcourt, Har- burn, Guilford .....	121 00
Glamorgan .....	63 00
Livingstone .....	5 00
Lutterworth .....	55 00
McClintock .....	6 00
Minden .....	149 00
Monmouth .....	63 00
Nightingale .....	1 00
Sherbourne .....	17 00
Snowdon .....	97 00
Stanhope .....	53 00
Total .....	\$ 734 00

## 11. COUNTY OF HALTON.

Esquensing .....	\$410 00
Nassagaweya .....	276 00
Nelson .....	322 00
Trafalgar .....	415 00
Total .....	\$1,423 00

## 12. COUNTY OF HASTINGS.

Carlow .....	\$ 81 00
Dungannon .....	98 00
Elzevir and Grimsthorpe .....	152 00
Faraday .....	132 00
Hungerford .....	438 00
Huntingdon .....	257 00
McClure, Wicklow and Bangor .....	96 00
Herschel and Monteagle .....	245 00



## COUNTY OF HASTINGS.—Con.

Madoc .....	\$403 00
Marmora and Lake .....	185 00
Mayo .....	63 00
Rawdon .....	358 00
Sidney .....	426 00
ThurLOW .....	479 00
Tudor and Cashel .....	107 00
Limerick .....	65 00
Wollaston .....	85 00
Tyendinaga .....	330 00
Total .....	\$4,000 00

## 13. COUNTY OF HURON.

Ashfield .....	\$333 00
Colborne .....	212 00
Goderich .....	294 00
Grey .....	397 00
Hay .....	369 00
Howick .....	464 00
Hullett .....	313 00
McKillop .....	271 00
Morris .....	293 00
Stanley .....	256 00
Stephen .....	449 00
Tuckersmith .....	287 00
Turnberry .....	250 00
Usborne .....	275 00
Wawanosh, East.....	229 00
Wawanosh, West .....	216 00
Total .....	\$4,908 00

## 14. COUNTY OF KENT.

Camden .....	\$297 00
Chatham .....	614 00
Dover .....	375 00
Harwich .....	551 00
Howard .....	410 00
Orford .....	320 00
Raleigh .....	488 00
Romney .....	219 00
Tilbury, East .....	435 00
Zone.....	150 00
Total .....	\$3,859 00

## 15. COUNTY OF LAMBTON.

Bosanquet .....	\$312 00
Brooke .....	414 00
Dawn .....	412 00
Enniskillen .....	571 00
Euphemia .....	262 00
Moore .....	531 00
Plympton .....	412 00
Sarnia .....	252 00
Sombra .....	446 00
Warwick .....	378 00
Total .....	\$3,990 00

## 16. COUNTY OF LANARK.

Bathurst .....	\$290 00
Beckwith .....	191 00
Burgess, North .....	51 00
Dalhousie and Sherbrooke, North .....	225 00
Darling .....	90 00
Drummond .....	235 00
Elmsley, North .....	121 00
Lanark .....	201 00
Lavant .....	63 00
Montague .....	228 00
Packenham .....	183 00
Ramsay .....	262 00
Sherbrooke, South .....	101 00

Total .....\$2,241 00

## 17. COUNTY OF LEEDS.

Bastard and Burgess, South..	\$320 00
Crosby, North .....	135 00
Crosby, South.....	194 00
Elizabethtown .....	476 00
Elmsley, South .....	90 00
Kitley .....	219 00
Leeds and Lansdowne, Front.	326 00
Leeds and Lansdowne, Rear...	264 00
Yonge and Escott, Rear.....	136 00
Yonge, Front and Escott....	298 00

Total .....\$2,458 00

## 17(a) COUNTY OF GRENVILLE.

Augusta .....	\$436 00
Edwardsburg .....	426 00
Gower, South .....	91 00
Oxford, Rideau .....	307 00
Wolford .....	208 00

Total .....\$1,468 00

18. COUNTY OF LENNOX AND  
ADDINGTON.

Adolphustown .....	\$ 65 00
Amherst Island .....	97 00
Anglesea, Effingham and Kala- dar .....	157 00
Camden, East .....	645 00
Denbigh, Abinger and Ashley	129 00
Ernesttown .....	358 00
Fredericksburg, North .....	181 00
Fredericksburg, South .....	111 00
Richmond .....	271 00
Sheffield .....	216 00

Total .....\$2,230 00

## 19. COUNTY OF LINCOLN.

Caistor .....	\$200 00
Clinton .....	231 00

## COUNTY OF LINCOLN.—Con.

Gainsborough .....	257 00
Grantham .....	229 00
Grimsby, North .....	144 00
Grimsby, South .....	157 00
Louth .....	206 00
Niagara .....	215 00

Total .....\$1,639 00

## 20. COUNTY OF MIDDLESEX.

Adelaide .....	\$240 00
Biddulph .....	195 00
Caradoc .....	477 00
Delaware.....	179 00
Dorchester, North.....	412 00
Ekfrid .....	322 00
Lobo .....	313 00
London .....	950 00
McGillivray.....	341 00
Metcalfe .....	183 00
Mosa .....	297 00
Nissouri, West .....	300 00
Westminster .....	545 00
Williams, East .....	168 00
Williams, West .....	204 00

Total .....\$5,126 00

## 21. COUNTY OF NORFOLK.

Charlottetown .....	\$382 00
Houghton .....	232 00
Middleton .....	299 00
Townsend .....	479 00
Walsingham, North .....	252 00
Walsingham, South .....	225 00
Windham .....	293 00
Woodhouse .....	247 00

Total .....\$2,509 00

22. COUNTY OF NORTHUMBER-  
LAND.

Alnwick .....	\$123 00
Brighton .....	284 00
Cramahe .....	280 00
Haldimand .....	422 00
Hamilton .....	453 00
Monaghan, South .....	110 00
Murray .....	314 00
Percy .....	326 00
Seymour .....	345 00

Total .....\$2,657 00

## 22 (a) COUNTY OF DURHAM.

Cartwright .....	\$210 00
Cavan .....	302 00
Clarke .....	418 00
Darlington .....	464 00
Hope .....	377 00
Manvers .....	317 00

Total .....\$2,088 00

## 23. COUNTY OF ONTARIO.

Brock .....	\$431 00
Mara .....	209 00
Pickering .....	636 00
Rama .....	152 00
Reach .....	405 00
Scott .....	263 00
Scugog Island .....	59 00
Thorah .....	171 00
Uxbridge .....	324 00
Whitby, East .....	315 00
Whitby .....	227 00

Total .....\$3,282 00

## 24. COUNTY OF OXFORD.

Blandford .....	\$196 00
Blenheim .....	509 00
Dereham .....	428 00
Nissouri, East .....	313 00
Norwich, North .....	273 00
Norwich, South .....	287 00
Oxford, North .....	153 00
Oxford, East .....	305 00
Oxford, West .....	246 00
Zorra, East .....	502 00
Zorra, West .....	306 00

Total .....\$3,518 00

## 25. COUNTY OF PEEL.

Albion .....	\$257 00
Caledon .....	460 00
Chinguacousy .....	455 00
Gore of Toronto .....	106 00
Toronto .....	602 00

Total .....\$1,880 00

## 26. COUNTY OF PERTH.

Blanchard .....	\$305 00
Downie .....	295 00
Easthope, North .....	246 00
Easthope, South .....	231 00
Ellice .....	322 00
Elma .....	451 00
Fullarton .....	263 00
Hibbert .....	194 00
Logan .....	366 00
Mornington .....	339 00
Wallace .....	330 00

Total .....\$3,342 00

27. COUNTY OF PETERBOR-  
OUGH.

Anstruther .....	\$ 35 00
Asphodel .....	196 00
Belmont .....	223 00
Burleigh .....	46 00

## COUNTY OF PETERBOROUGH.

—Con.

Cavendish .....	17 00
Chandos .....	96 00
Douro .....	258 00
Dummer .....	219 00
Ennismore .....	99 00
Galway .....	112 00
Harvey .....	116 00
Methuen .....	27 00
Monaghan, North .....	108 00
Otonabee .....	396 00
Smith .....	324 00
Total .....	\$2,272 00

## 28. COUNTY OF PRESCOTT.

Alfred .....	\$ 33 00
Caledonia .....	108 00
Hawkesbury, East .....	285 00
Hawkesbury, West .....	323 00
Longueuil .....	56 00
Plantagenet, North .....	356 00
Plantagenet, South .....	212 00
Total .....	\$1,373 00

## 28 (a). COUNTY OF RUSSELL.

Cambridge .....	\$158 00
Clarence .....	145 00
Cumberland .....	308 00
Russell .....	143 00
Total .....	\$754 00

29. COUNTY OF PRINCE  
EDWARD.

Ameliasburg .....	\$356 00
Athol .....	131 00
Hallowell .....	374 00
Hillier .....	173 00
Marysburg, North .....	155 00
Marysburg, South .....	146 00
Sophiasburg .....	222 00
Total .....	\$1,557 00

## 30. COUNTY OF RENFREW.

Admaston .....	\$258 00
Algona, South .....	115 00
Alice and Fraser .....	252 00
Bagot and Blithfield .....	183 00
Brougham .....	55 00
Bromley .....	157 00
Brudenell and Lynedoch .....	163 00
Grattan .....	239 00
Griffith and Matawatchesan .....	56 00
Hagarty, Jones, Sherwood, Rich- ards and Burns .....	207 00
Head, Clara and Maria .....	54 00

## COUNTY OF RENFREW.—Con.

Horton .....	166 00
McNab .....	421 00
Pembroke .....	69 00
Petewawa .....	120 00
Radcliffe .....	40 00
Raglan .....	87 00
Rolph, Wylie, McKay, Buchan- an .....	123 00
Ross .....	247 00
Sebastopol .....	85 00
Stafford .....	109 00
Westmeath .....	418 00
Wilberforce and Algona, North .....	294 00
Total .....	\$3,918 00

## 31. COUNTY OF SIMCOE.

Adjala .....	\$223 00
Essa .....	508 00
Flos .....	418 00
Gwillimbury, West .....	268 00
Innisfil .....	442 00
Matchedash .....	58 00
Medonte .....	483 00
Nottawasaga .....	614 00
Orillia .....	431 00
Oro .....	475 00
Sunnidale .....	248 00
Tay .....	586 00
Tiny .....	384 00
Tecumseth .....	340 00
Tossorontio .....	180 00
Vespra .....	337 00
Total .....	\$6,004 00

## 32. COUNTY OF STORMONT.

Cornwall .....	\$500 00
Finch .....	349 00
Osnabruck .....	587 00
Roxborough .....	419 00
Total .....	\$1,954 00

## 32 (a). COUNTY OF DUNDAS.

Matilda .....	\$444 00
Mountain .....	338 00
Williamsburg .....	452 00
Winchester .....	385 00
Total .....	\$1,619 00

## 32 (b). COUNTY OF GLENGARRY.

Charlottenburg .....	\$535 00
Kenyon .....	507 00
Lancaster .....	408 00
Lochiel .....	424 00
Total .....	\$1,874 00



## 33. COUNTY OF VICTORIA.

Bexley .....	\$102 00
Carden .....	85 00
Dalton .....	63 00
Eldon .....	350 00
Emily .....	240 00
Fenelon .....	274 00
Laxton, Digby and Longford.	90 00
Mariposa .....	428 00
Ops .....	267 00
Somerville .....	225 00
Verulam .....	228 00
Total .....	\$2,352 00

## 34. COUNTY OF WATERLOO.

Dumfries, North .....	\$244 00
Waterloo .....	800 00
Wellesley .....	461 00
Wilmot .....	549 00
Woolwich .....	489 00
Total .....	\$2,543 00

## 35. COUNTY OF WELLAND.

Bertie .....	\$354 00
Crowland .....	109 00
Humberstone .....	351 00
Pelham .....	286 00
Stamford .....	231 00
Thorold .....	243 00
Wainfleet .....	308 00
Willoughby .....	114 00
Total .....	\$1,996 00

## 36. COUNTY OF WELLINGTON.

Arthur .....	\$283 00
Eramosa .....	311 00
Erin .....	397 00
Garafraxa, West .....	269 00
Guelph .....	271 00
Luther, West .....	250 00
Maryborough .....	364 00
Minto .....	423 00

## COUNTY OF WELLINGTON.—Con.

Nichol .....	186 00
Peel .....	438 00
Pilkington .....	165 00
Puslinch .....	351 00
Total .....	\$3,708 00

## 37. COUNTY OF WENTWORTH

Ancaster .....	\$423 00
Barton .....	437 00
Beverly .....	465 00
Binbrook .....	156 00
Flamborough, East .....	287 00
Flamborough, West .....	363 00
Glanford .....	183 00
Saltfleet .....	333 00
Total .....	\$2,647 00

## COUNTY OF YORK.

Etobicoke .....	\$445 00
Georgina .....	197 00
Gwillimbury, East .....	409 00
Gwillimbury, North .....	154 00
King .....	595 00
Markham .....	612 00
Scarborough .....	435 00
Vaughan .....	505 00
Whitchurch .....	387 00
York .....	1,247 00
Total .....	\$4,986 00

## 39. DISTRICTS.

Algoma, Muskoka, Nipissing, Parry Sound, Rainy River and Thunder Bay, in- cluding rural separate schools, but not schools in towns and villages named in this list. ....	\$40,000 00
Total .....	\$40,000 00

# APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1903, PAYABLE THROUGH THIS DEPARTMENT.

School Sections.	Apportionment.	School Sections.	Apportionment.
Adjala .....	10 \$28 00	Clarence .....	14 \$30 00
Alfred .....	3 21 00	Clarence .....	16 27 00
Alfred .....	6 25 00	Clarence .....	17 21 00
Alfred 7 (with 8, Plantagenet, S.)	12 00	Clarence .....	18 (to be ap'd)
Alfred .....	7 33 00	Clarence .....	19 19 00
Alfred .....	8 41 00	Clarence .....	20 17 00
Alfred .....	9 24 00	Clarence .....	21 27 00
Alfred .....	10 69 00	Cornwall .....	1 19 00
Alfred .....	11 21 00	Cornwall .....	16 70 00
Alfred .....	12 27 00	Crosby, North .....	4 65 00
Alfred .....	13 27 00	Crosby, North .....	7 7 00
Alfred .....	14 18 00	Culross (with 1 Carrick)	1 76 00
Alfred .....	15 25 00	Culross (with 2 Carrick)	2 17 00
Admaston .....	4 14 00	Cumberland .....	10 17 00
Anderdon, 2, 5 and 8 (with 6 and 9 Sandwich W.)	38 00	Cumberland .....	11 16 00
Anderdon .....	3 and 4 15 00	Cumberland .....	13 21 00
Arthur .....	6 30 00	Cumberland .....	14 35 00
Arthur .....	10 32 00	Dilke, 6 (Dist. Algoma)	.....
Ashfield .....	2 46 00	Downie .....	9 30 00
Asphodel .....	4 20 00	Dover .....	3 62 00
Augusta .....	15 14 00	Dover .....	7 29 00
Balfour, 1 (District of Algoma)	.....	Dover .....	9 45 00
Biddulph .....	3 13 00	Dunnett and Rutter, 1 (District of Nipissing)	.....
Biddulph .....	4 33 00	Edwardsburg .....	2 5 00
Biddulph .....	6 25 00	Ellice .....	1 (to be ap'd)
Biddulph 9 (with 1 McGillivray)	10 00	Ellice .....	7 19 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing)	.....	Ferris, 3 (District of Nipissing)	.....
Brant (with 3 Greenock)	2 9 00	Ferris, 4 (District of Nipissing)	.....
Brighton .....	1 (15) 12 00	Finch .....	5 51 00
Bromley .....	4 23 00	Flamborough, West	2 11 00
Bromley .....	6 25 00	Gibbons, 1 (Dist. of Nipissing)	.....
Bromley .....	7 58 00	Greenock .... 3 (with 2 Brant)	66 00
Brougham .....	1 23 00	Glenelg .....	5 17 00
Burgess, North .....	2 21 00	Glenelg .....	7 26 00
Burgess, North .....	4 12 00	Gloucester, 1 (with 3 Osgoode)	9 00
Burgess, North .....	6 14 00	Gloucester .....	4, 5 and 12 8 00
Caledonia .....	3, 4 and 10 12 00	Gloucester .....	14 33 00
Caledonia 6 (with 7 Plantagenet S.)	14 00	Gloucester .....	15 67 00
Caledonia .....	10 17 00	Gloucester .....	17 18 00
Caledonia .....	12 35 00	Gloucester .....	20 20 00
Caledonia .....	13 16 00	Gloucester .....	22 8 00
Cambridge .....	3 26 00	Gloucester .....	25 81 00
Cambridge .....	4 14 00	Gloucester .....	26 26 00
Cambridge .....	5 33 00	Griffith, etc.	3 11 00
Cambridge .....	6 25 00	Hagarty .....	4 42 00
Cambridge .....	6 and 7 41 00	Hagarty .....	12 48 00
Cambridge .....	14 P 16 00	Haldimand .....	2 24 00
Carrick .....	1 30 00	Haldimand .....	14 17 00
Carrick (with 1 Culross)	1 66 00	Harwich .....	9 26 00
Carrick .....	2 18 00	Hawkesbury, East	2 61 00
Carrick (with 2 Culross)	2 14 00	Hawkesbury, East	4 15 00
Carrick .....	4 28 00	Hawkesbury, East	6 15 00
Carrick .....	14 109 00	Hawkesbury, East	7 102 00
Charlottenburg .....	15 23 00	Hawkesbury, East	10 47 00
Charlottenburg .....	16 26 00	Hawkesbury, East	11 28 00
Chisholm and Boulter, 1 (Nipissing)	.....	Hawkesbury, East	12 13 00
Chisholm .....	2 (Nipissing)	Hawkesbury, East	15 25 00
Clarence .....	3 (to be ap'd)	Hawkesbury, East	16 9 00
Clarence .....	5 79 00	Hay .....	1 54 00
Clarence .....	6 61 00	Hibbert (1)	3 15 00
Clarence .....	8 39 00	Hibbert 2 (with McKillop, etc.)	33 00
Clarence .....	11 28 00	Hibbert .....	3 4 00
Clarence .....	12 19 00	Howe Island .....	1 11 00
Clarence .....	13 13 00	Howe Island .....	2 16 00
		Howe Island .....	3 16 00
		Holland, etc.	3 16 00

## APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR

1903.—Concluded.

School Sections.	Apportionment.	School Sections.	Apportionment.
Hullett .....	2 \$13 00	Rochester, 10 (with 11	
Keewatin, 1 (see Dist. Algoma) .....		Tilbury, N.) .....	\$11 00
Kenyon .....	12 (to be ap'd)	Roxboro' .....	12 66 00
Kingston .....	8 15 00	Roxboro' .....	16 20 00
Lancaster .....	14 39 00	Russell, 1 (with 12 Win-	
Lochiel .....	11 25 00	chester) .....	9 00
Lochiel .....	12A 53 00	Russell .....	4 18 00
Lochiel .....	12B 66 00	Russell .....	6 107 00
Longueuil, West .....	2 21 00	Russell .....	7 21 00
Longueuil, West .....	4A 26 00	Russell .....	8 33 00
Longueuil, West .....	7 20 00	Russell .....	13 14 00
Loughboro' .....	2 16 00	Sandwich, East .....	1 115 00
Loughboro' .....	10 23 00	Sandwich, East .....	2 22 00
Maidstone .....	1 43 00	Sandwich, East .....	3 21 00
Maidstone .....	2 (to be ap'd)	Sandwich, East .....	4 103 00
Maidstone 4 (with 2 Rochester) .....	15 00	Sandwich, West .....	1 36 00
Malden .....	3A 31 00	Sandwich, West .....	4 (to be app'd)
Malden .....	3B 24 00	Sandwich, West (with	
Mara .....	3 65 00	2, 5, 8 Anderdon)..	6 and 9 31 00
March .....	3 35 00	Sandwich, South .....	5 29 00
Marmora and Lake....	1 13 00	Sandwich, South .....	7 14 00
Matawathan .....	3 21 00	Seymour, 12 (with 12 Percy)	6 00
Moore .....	3, 4 and 5 8 00	Sheffield .....	5 33 00
Mornington .....	4 30 00	Sherwood .....	6 63 00
McGillivray, 1 (with 9 Biddulph)	9 00	Sombra....	5 24 00
McKillop .....	1 21 00	Stafford .....	2 21 00
McKillop 3 (with Hibbert)	13 00	Stephen .....	6 39 00
McKillop (2 Hibbert, etc.)	9 00	Springer, 1, 2, 3, (District	
Nepean .....	7 31 00	of Nipissing) .....	
Nepean .....	15 78 00	Stanley .....	1 (to be app'd)
Nichol .....	1 16 00	Sunnidale .....	6 (to be app'd)
Normanby .....	5 19 00	Sydenham .....	7 11 00
Normanby .....	10 13 00	Tilbury, N. ....	1 66 00
Osgoode .....	1 21 00	Tilbury, N. ....	2 42 00
Osgoode .....	2 (15) 14 00	Tilbury, N. ....	6 30 00
Osgoode, 3 (with 1 Gloucester)	9 00	Tilbury, N. ....	7 39 00
Papineau, 1 (see Dist. Nipissing) .....		Tilbury, N. (with 10	
Papineau, 2 (see Dist. Nipissing) .....		Rochester) .....	11 31 00
Papineau, 2B (see Dist. Nipissing) .....		Tilbury, West .....	11 (to be app'd)
Peel .....	8 16 00	Tiny .....	2 96 00
Peel .....	12 15 00	Toronto Gore .....	6 13 00
Percy .....	5 11 00	Tyendinaga .....	18 12 00
Percy, 12 (with 12 Seymour)	5 00	Tyendinaga .....	20 16 00
Plantagenet, North .....	4 25 00	Tyendinaga .....	24 14 00
Plantagenet, North .....	7 22 00	Tyendinaga .....	28 11 00
Plantagenet, North .....	8 14 00	Tyendinaga .....	30 14 00
Plantagenet, North .....	9 29 00	Vespra .....	7 3 00
Plantagenet, North .....	12 13 00	Waterloo .....	13 71 00
Plantagenet, South .....	4 44 00	Wawanosh, West .....	1 23 00
Plantagenet, South .....	7 39 00	Wellesley .....	5 17 00
Plantagenet, South, 7		Wellesley .....	9 and 10 26 00
(with 6 Caledonia)...	13 00	Wellesley .....	11 76 00
Plantagenet, South .....	8 23 00	Wellesley .....	12 4 00
Plantagenet, South, 8		Westminster .....	13 10 00
(with 7 Alfred) .....	10 00	Widdifield, 2 (District	
Portland .....	11 7 00	of Nipissing) .....	
Proton .....	6 17 00	Williams, West .....	10 29 00
Raleigh .....	4 13 00	Wilmot .....	15½ 57 00
Raleigh .....	5 26 00	Winchester, 12 (with 1 Russell)	11 00
Raleigh .....	6 20 00	Windham .....	8 48 00
Rayside, 1 (with 1 Bal-		Wolfe Island .....	1 11 00
four) Algoma .....		Wolfe Island .....	2 19 00
Richmond .....	10 and 17 14 00	Wolfe Island .....	4 33 00
Rochester, 2 (with 4 Maidstone)	26 00	Wolfe Island .....	7 13 00
Rochester .....	3 68 00	Woolwich .....	10 35 00
Rochester .....	6 51 00	Yonge and Escott R..	4 13 00
Rochester .....	7 51 00	York .....	1 28 00
Rochester .....	9 & 14 (to be app'd)		

\$6,628 00



## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1903.

CITIES.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Belleville	943 00	276 00	1,219 00
Brantford	1,746 00	232 00	1,978 00
Chatham	889 00	197 00	1,086 00
Guelph	1,150 00	230 00	1,380 00
Hamilton	5,530 00	1,089 00	6,619 00
Kingston	1,814 00	448 00	2,262 00
London	3,947 00	622 00	4,569 00
Ottawa	3,506 00	3,985 00	7,491 00
St. Catharines	1,023 00	274 00	1,297 00
St. Thomas	1,277 00	170 00	1,447 00
Stratford	1,080 00	236 00	1,316 00
Toronto	22,258 00	3,679 00	25,937 00
Windsor	1,205 00	344 00	1,549 00
Woodstock	1,077 00	69 00	1,146 00
Total	47,445 00	11,851 00	59,296 00
TOWNS.			
Alexandria	65 00	161 00	216 00
Alliston	158 00		158 00
Almonte	283 00	97 00	380 00
Amherstburg	135 00	125 00	260 00
Arnprior	286 00	178 00	464 00
Aurora	195 00		195 00
Aylmer	268 00		268 00
Barrie	635 00	112 00	747 00
Berlin	956 00	290 00	1,246 00
Blenheim	205 00		205 00
Bothwell	102 00		102 00
Bowmanville	343 00		343 00
Bracebridge	311 00		311 00
Brampton	329 00		329 00
Brockville	659 00	261 00	920 00
Carleton Place	504 00		504 00
Clinton	287 00		287 00
Cobourg	387 00	157 00	544 00
Collingwood	796 00		796 00
Copper Cliff	273 00		273 00
Cornwall	342 00	422 00	764 00
Deseronto	404 00		404 00
Dresden	195 00		195 00
Dundas	306 00	86 00	392 00
Dunnville	270 00		270 00
Durham	195 00		195 00
East Toronto	233 00		233 00
Essex	172 00		172 00
Forest	193 00		193 00
Fort Frances	74 00		74 00
Fort William	451 00	136 00	587 00
Galt	937 00	57 00	994 00
Gananoque	451 00		451 00
Goderich	441 00	53 00	494 00
Gore Bay	110 00		110 00
Gravenhurst	260 00		260 00
Harriston	216 00		216 00
Hawkesbury	33 00	227 00	260 00
Hespeler	300 00		300 00
Huntsville	271 00		271 00
Ingersoll	500 00	58 00	558 00
Kincardine	279 00		279 00
Kingsville	203 00		203 00
Leamington	324 00		324 00
Lindsay	661 00	184 00	845 00
Listowel	326 00		326 00
Little Current	98 00		98 00
Mattawa	39 00	133 00	172 00
Meaford	232 00		232 00
Midland	371 00		371 00
Mitchell	281 00		281 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1903.—*Con.*

TOWNS.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Milton .....	161 00		161 00
Mount Forest .....	246 00		246 00
Napanee .....	348 00		348 00
New Liskeard .....	110 00		110 00
Newmarket .....	256 00	36 00	292 00
Niagara .....	148 00		148 00
Niagara Falls .....	486 00	104 00	590 00
North Bay .....	232 00	123 00	355 00
North Toronto .....	224 00		224 00
Oakville .....	186 00	22 00	208 00
Orangeville .....	455 00		455 00
Orillia .....	506 00	127 00	633 00
Oshawa .....	491 00	59 00	550 00
Owen Sound .....	1,077 00	76 00	1,153 00
Palmerston .....	222 00		222 00
Parkhill .....	146 00	27 00	173 00
Paris .....	333 00	45 00	378 00
Parry Sound.....	358 00		358 00
Pembroke .....	334 00	299 00	633 00
Penetanguishene.....	343 00		343 00
Perth .....	307 00	142 00	449 00
Peterborough .....	936 00	420 00	1,356 00
Petrolia .....	480 00		480 00
Picton .....	433 00	40 00	473 00
Port Arthur.....	296 00	107 00	403 00
Port Hope .....	503 00		503 00
Prescott.....	251 00	120 00	371 00
Preston .....	225 00	56 00	281 00
Rat Portage .....	418 00	109 00	527 00
Renfrew .....	235 00	166 00	401 00
Ridgetown .....	277 00		277 00
Sandwich .....	72 00	112 00	184 00
Sarnia .....	860 00	121 00	981 00
Sault Ste. Marie.....	871 00	180 00	1,051 00
Seaforth .....	206 00	56 00	262 00
Simcoe .....	357 00		357 00
Smith's Falls.....	648 00		648 00
Stayner .....	142 00		142 00
Sturgeon Falls .....	102 00	114 00	216 00
St. Mary's .....	373 00	45 00	418 00
Strathroy .....	358 00		358 00
Sudbury .....	79 00	108 00	187 00
Thessalon .....	141 00		141 00
Thornbury.....	93 00		93 00
Thorold .....	184 00	86 00	270 00
Tillsonburg.....	271 00		271 00
Toronto Junction.....	740 00		740 00
Trenton .....	376 00	129 00	505 00
Uxbridge .....	208 00		208 00
Vankleek Hill .....	133 00	149 00	282 00
Walkerton .....	250 00	121 00	371 00
Walkerville .....	195 00		195 00
Wallaceburg .....	304 00	77 00	381 00
Waterloo.....	375 00	72 00	447 00
Welland .....	230 00		230 00
Whitby .....	244 00	31 00	275 00
Warton .....	280 00		280 00
Wingham .....	259 00		259 00
Total.....	35,669 00	6,206 00	41,875 00
INCORPORATED VILLAGES.			
Acton.....	167 00		167 00
Ailsa Craig.....	86 00		86 00
Alvinston .....	98 00		98 00
Arkona .....	55 00		55 00
Arthur .....	85 00	62 00	147 00
Athens .....	108 00		108 00
Ayr .....	104 00		104 00
Ashburnham .....	223 00		223 00
Bath.....	47 00		47 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1903.—*Con.*

INCORPORATED VILLAGES.— <i>Continued.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Bayfield.....	70 00		70 00
Beamsville.....	103 00		103 00
Beaverton.....	86 00		86 00
Beeton.....	85 00		85 00
Belle River.....	9 00	60 00	69 00
Blyth.....	104 00		104 00
Bobaygeon.....	108 00		108 00
Bolton.....	82 00		82 00
Bradford.....	121 00		121 00
Bridgeburg.....	162 00		162 00
Brighton.....	162 00		162 00
Brussels.....	146 00		146 00
Burk's Falls.....	91 00		91 00
Burlington.....	162 00		162 00
Caledonia.....	105 00		105 00
Campbellford.....	297 00		297 00
Cannington.....	143 00		143 00
Cardinal.....	163 00		163 00
Casselman.....	23 00	92 00	115 00
Cayuga.....	110 00		110 00
Chesley.....	213 00		213 00
Chesterville.....	106 00	{ Included in village grant }	106 00
Chippawa.....	56 00		56 00
Clifford.....	73 00		73 00
Cobden.....	80 00		80 00
Colborne.....	121 00		121 00
Creemore.....	73 00		73 00
Delhi.....	95 00		95 00
Drayton.....	94 00		94 00
Dundalk.....	100 00		100 00
Dutton.....	106 00		106 00
Eganville.....	71 00	64 00	135 00
Elmira.....	134 00		134 00
Elora.....	123 00	19 00	142 00
Embro.....	71 00		71 00
Erin.....	59 00		59 00
Exeter.....	210 00		210 00
Fenelon Falls.....	135 00		135 00
Fergus.....	167 00	17 00	184 00
Fort Erie.....	100 00		100 00
Garden Island.....	31 00		31 00
Georgetown.....	169 00		169 00
Glencoe.....	119 00		119 00
Grand Valley.....	97 00		97 00
Grimsby.....	119 00		119 00
Hagersville.....	112 00		112 00
Hastings.....	61 00	34 00	95 00
Hanover (including \$44 arrears of grant due).....	218 00		218 00
Havelock.....	121 00		121 00
Hensall.....	97 00		97 00
Hintonburg.....	158 00	157 00	315 00
Holland Landing.....	53 00		53 00
Iroquois.....	128 00		128 00
Kemptville.....	177 00		177 00
Lakefield.....	139 00		139 00
Lanark.....	105 00		105 00
Lancaster.....	63 00		63 00
L'Orignal.....	113 00	34 00	147 00
Lucan.....	103 00		103 00
Lucknow.....	118 00		118 00
Madoc.....	148 00		148 00
Markdale.....	122 00		122 00
Markham.....	136 00		136 00
Marmora.....	85 00		85 00
Maxville.....	96 00		96 00
Merrickville.....	117 00		117 00
Merritton.....	153 00	47 00	200 00
Millbrook.....	110 00		110 00



## APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1903.

INCORPORATED VILLAGES —Con.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Milverton .....	86 00		86 00
Morrisburg .....	191 00		191 00
Newboro' .....	48 00		48 00
Newburgh .....	69 00		69 00
Newbury .....	48 00		48 00
Newcastle .....	69 00		69 00
New Hamburg .....	144 00		144 00
Niagara Falls, South .....	163 00		163 00
Norwich .....	158 00		158 00
Norwood .....	103 00		103 00
Oil Springs .....	117 00		117 00
Omamee .....	76 00		76 00
Ottawa, East .....	82 00	91 00	173 00
Paisley .....	125 00		125 00
Point Edward .....	129 00		129 00
Portsmouth .....	43 00	28 00	71 00
Port Carling .....	34 00		34 00
Port Colborne .....	154 00		154 00
Port Dalhousie .....	106 00	44 00	150 00
Port Dover .....	134 00		134 00
Port Elgin .....	159 00		159 00
Port Perry .....	169 00		169 00
Port Rowan .....	89 00		89 00
Port Stanley .....	67 00		67 00
Richmond .....	54 00		54 00
Richmond Hill .....	73 00		73 00
Rockland .....	22 00	138 00	160 00
Shelburne .....	142 00		142 00
Southampton .....	206 00		206 00
Springfield .....	60 00		60 00
Stirling .....	103 00		103 00
Stouffville .....	142 00		142 00
Streetsville .....	58 00		58 00
Sundridge .....	49 00		49 00
Sutton .....	75 00		75 00
Tara .....	83 00		83 00
Teeswater .....	117 00		117 00
Thamesville .....	97 00		97 00
Thedford .....	74 00		74 00
Tilbury .....	66 00	66 00	132 00
Tiverton .....	55 00		55 00
Tottenham .....	55 00		55 00
Tweed .....	117 00	27 00	144 00
Vienna .....	41 00		41 00
Wardsville .....	38 00		38 00
Waterdown .....	77 00		77 00
Waterford .....	129 00		129 00
Watford .....	169 00		169 00
Wellington .....	85 00		85 00
Weston .....	122 00	13 00	135 00
Winchester .....	141 00		141 00
Woodbridge .....	74 00		74 00
Woodville .....	62 00		62 00
Wyoming .....	89 00		89 00
Wroxeter .....	53 00		53 00
Total .....	14,051 00	993 00	15,044 00

## SUMMARY OF APPORTIONMENT FOR 1903.

COUNTIES.		Public Schools.	Separate Schools.	Total.
		\$ c.	\$ c.	\$ c.
1. Brant .....		1,658 00		1,658 00
2. Bruce .....		4,126 00	433 00	4,559 00
3. Carleton .....		2,973 00	458 00	3,431 00
4. Dufferin .....		1,969 00		1,969 00
5. Elgin .....		3,016 00		3,016 00
6. Essex .....		3,196 00	952 00	4,148 00
7. Frontenac .....		2,296 00	180 00	2,476 00
8. Grey .....		5,720 00	119 00	5,839 00
9. Haldimand .....		1,824 00		1,824 00
10. Haliburton .....		734 00		734 00
11. Halton .....		1,423 00		1,423 00
12. Hastings .....		4,000 00	80 00	4,080 00
13. Huron .....		4,908 00	218 00	5,126 00
14. Kent .....		3,859 00	221 00	4,080 00
15. Lambton .....		3,990 00	32 00	4,022 00
16. Lanark .....		2,241 00	47 00	2,288 00
17. Leeds and Grenville .....		3,226 00	104 00	4,030 00
18. Lennox and Addington .....		2,230 00	47 00	2,277 00
19. Lincoln .....		1,639 00		1,639 00
20. Middlesex .....		5,126 00	129 00	5,255 00
21. Norfolk .....		2,509 00	48 00	2,557 00
22. Northumberland and Durham .....		4,745 00	75 00	4,820 00
23. Ontario .....		3,282 00	65 00	3,347 00
24. Oxford .....		3,518 00		3,518 00
25. Peel .....		1,880 00	13 00	1,893 00
26. Perth .....		3,342 00	131 00	3,473 00
27. Peterborough .....		2,272 00	20 00	2,292 00
28. Prescott and Russell .....		2,127 00	1,877 00	4,004 00
29. Prince Edward .....		1,557 00		1,557 00
30. Renfrew .....		3,918 00	349 00	4,267 00
31. Simcoe .....		6,004 00	127 00	6,131 00
32. Stormont, Dundas and Glengarry .....		5,447 00	469 00	5,916 00
33. Victoria .....		2,352 00		2,352 00
34. Waterloo .....		2,543 00	286 00	2,829 00
35. Welland .....		1,993 00		1,996 00
36. Wellington .....		3,708 00	109 00	3,817 00
37. Wentworth .....		2,647 00	11 00	2,658 00
38. York .....		4,986 00	28 00	5,014 00
Total .....		119,687 00	6,628 00	126,315 00
39. Districts—				
(a) Algoma .....	Exclusive of the towns and villages which appear in the general list.	38,800 00	1,200 00	40,000 00
(b) Muskoka .....				
(c) Nipissing .....				
(d) Parry Sound .....				
(e) Rainy River .....				
(f) Thunder Bay .....				
Total .....		38,800 00	1,200 00	40,000 00
GRAND TOTALS.				
COUNTIES .....		119,687 00	6,628 00	126,315 00
CITIES .....		47,445 00	11,851 00	59,296 00
TOWNS .....		35,669 00	6,206 00	41,875 00
VILLAGES .....		14,051 00	993 00	15,044 00
DISTRICTS .....		38,800 00	1,200 00	40,000 00
TOTALS .....		255,652 00	26,878 00	282,530 00

## II.—ORDERS-IN-COUNCIL.

1. Section 105 of the Regulations of the Education Department as amended by Order-in-Council of 11th October, 1902, is further amended by adding thereto the following sub-section: "Subject to the preceding sub-section, the Minister of Education when a change in Text-books is deemed desirable, may submit to a Committee of the Educational Council, as hereinafter provided, for examination and report any or all books for which such authorization is sought. In the case of Text-books to be used in the Public Schools, the hereinbefore mentioned Committee shall consist of not more than five members, one of whom shall be the Inspector of Public Schools and two of them the Public School representatives on the said Educational Council. In the case of Text-books to be used in the High Schools and Collegiate Institutes, the Committee shall consist of not more than five members of which the High School representatives on the said Educational Council, and the President of the Collegiate and High School section of the Ontario Educational Association shall be members." (Approved 12th February, 1903.)

2. Normal School session extended. (Approved 18th February, 1903.)

3. Amendment to the requirements for specialists from Queen's University. (Approved 16th March, 1903.)

4. Provisional regulations governing Manual Training, Household Science, and Special Technical Instruction in Public, High and Technical Schools. (Approved 13th March, 1903.)

5. Amendment to the requirements for specialists from McMaster University. (Approved 20th March, 1903.)

6. Miss Mary Hope Merritt appointed teacher at the Ottawa Model School, on probation for two years. (Approved 28th April, 1903.)

7. Stenography and typewriting made optional subjects for the fifth form of the Public School Course. (Approved 17th June, 1903.)

8. Rearrangement of the inspectorates of Mr. Donald McCaig and Mr. William Houston, and appointment of Mr. John Ritchie as Inspector of Public Schools of the Districts of Rainy River and Thunder Bay, to take effect from 1st August, 1903. (Approved 24th June, 1903.)

9. High School established in the town of East Toronto. (Approved 13th July, 1903.)

10. Amendments to Regulations. (Circular 50.) (Approved 18th July, 1903.)

11. Private Schools and Colleges to be exempt from municipal taxation on compliance with regulations. (Approved 26th August, 1903.)

12. Regulations in re text-books. (Approved 11th September, 1903.)

13. Premier Partie and Deuxieme Partie of Methode Pratique de Lecture Ecriture, by T. Rochon, approved for use in the Roman Catholic French Schools. (Approved 11th Sept., 1903.)

14. Miss A. E. G. Wilson, teacher in Model School, Ottawa, transferred to the Toronto Model School and Miss Jennie Foster appointed teacher at the Ottawa Model School on probation for two years, said transfer and appointment to date from 1st April, 1903. Mr. Wilson A. Sorsoliel appointed teacher on probation for two years at the Toronto Model School, commencing 1st September, 1903. (Approved 11th Sept., 1903.)

15. The following persons appointed teachers of Manual Training in the Institutions named, for the present academic year: Mr. James H. Wilkinson, Toronto Normal School; Mr. James S. Harterre, Ottawa Normal School; Mr. Sugden Pickles, London Normal School; Mr. William Bailey, Hamilton Normal College. (Approved 7th Oct., 1903.)

16. Miss M. C. Macpherson appointed Teacher of Domestic Science at Normal College, Hamilton, for academic year 1903-4. Miss E. M. Macpherson appointed Clerk at Normal College, such appointment to take effect from 1st Oct., 1903. (Approved 21st Oct., 1903.)



17. Certificates to teach Household Science in the Public and High Schools granted, also a certificate to teach sewing. (Approved 21st Oct., 1903.)

18. A candidate for a Public School Inspector's certificate who is a graduate in Pedagogy and otherwise qualified is to be relieved of one year's teaching in High or Public Schools in order to obtain such certificate, which now requires five years' experience, three of which must be obtained in a Public School. (Approved 28th Oct., 1903.)

19. Appointments to Educational Council made. (Approved 29th Oct., 1903.)

20. Regulations in re School Gardens. (Approved 18th Nov., 1903.)

21. Miss Nina A. Ewing appointed Teacher of Household Economics in the Normal School, Toronto. (Approved 2nd Dec., 1903.)

22. Mr. Leslie Arnold Green, B.A., of the town of Sault Ste. Marie, appointed Inspector of Public Schools (vice Mr. William Houston, M.A., resigned) for the District of Algoma, with the exceptions of the Townships of Rutherford, Carlyle, Snider, Rayside, Creighton, Balfour, and Cartier, and the unorganized townships and unsurveyed portions of Algoma contiguous to the main line of the Canadian Pacific Railway, and of such other schools as may be designated from time to time by the Minister of Education.

The territory assigned Mr. Donald McCaig by Order-in-Council of 24th June is altered so that it now comprises the Island of St. Joseph, Manitoulin Island, and the Islands adjacent thereto, and the Townships of Rutherford and Carlyle in the District of Algoma, and such other schools as may be designated from time to time by the Minister of Education. (Approved 2nd Dec., 1903.)

23. Mr. James McDougall, B.A., of the town of North Bay, appointed Inspector of Public Schools in the District of Nipissing (except the townships of McCraney, Airy, Murchison, Sabine, and Lyell), and of the schools in the townships of Snider, Rayside, Creighton, Balfour, and Cartier, and of the unorganized townships and unsurveyed territory contiguous to the main line of the Canadian Pacific Railway in the District of Algoma, with such other schools as may be added from time to time by the Minister of Education. Such appointment to take effect on and from 1st January, 1904.

Also re-adjustment of the inspectorates of Rev. Geo. Grant, B.A., S. Phillips, B.A., W. H. Stevens, B.A., and I. Day, B.A. (Approved 28th Dec., 1903.)

24. Vankleek Hill High School raised to the status of a Collegiate Institute. (Approved 28th Dec., 1903.)

25. Miss Alberta T. Freeman, the holder of a Class B (First Class) license to teach awarded by the Council of Public Instruction for Nova Scotia, granted a Public School Teacher's Second Class certificate. (Approved 28th December, 1903.)

26. Miss E. D. Lewis granted a certificate to teach Domestic Science. (Approved 31st December, 1903.)

APPENDIX G.—REPORT OF THE LIBRARIAN OF THE EDUCATION  
DEPARTMENT. 1903.

To the Honorable Richard Harcourt, M.A., LL.D., K.C., Minister of Education for the Province of Ontario:—

I have the honor to submit herewith the Report on the Library of the Education Department for the year 1903, prepared at the request of the Librarian:—

Yearly Record of Books Loaned to Students and Others.

The number of books given out to students and others varies considerably, as the following statistics for the years 1892-1903 illustrate. It is a matter of interest, however, to note the increasing number of educationists who use the Library for reference only, and as works of reference are not loaned, except in special cases, the yearly statistics of Books given out does not therefore afford an accurate record of the number of Books used during each year named.

Books given out in the month of—	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903
January.....	159	334	375	354	573	699	608	484	526	518	542	587
February....	431	764	609	804	1,040	1,370	928	868	948	1,124	959	1,036
March.....	617	944	585	1,034	1,270	1,702	1,393	1,158	1,454	1,563	1,084	1,538
April.....	467	897	991	627	1,021	1,111	882	848	766	997	1,187	899
May.....	546	814	694	633	843	923	969	895	911	867	832	901
June.....	332	461	332	354	400	609	677	518	540	576	510	591
July.....	69	54	47	223	32	254	265	256	231	317	336	168
August.....	100	97	48	100	16	184	233	329	224	176	233	152
September....	526	370	344	415	295	514	410	489	432	411	538	476
October.....	1,263	1,148	1,010	1,130	1,170	1,200	1,043	1,018	1,312	1,058	958	761
November.....	1,136	1,004	1,039	1,063	1,268	1,099	1,024	1,034	1,229	1,014	1,158	687
December.....	693	559	540	597	752	704	464	549	547	516	535	600
Totals.....	6,339	7,446	6,614	7,334	8,680	10,369	8,896	8,447	9,120	9,137	8,872	8,396

Number and Subjects of the Books Purchased in the Years 1892-1903.

Year.	Volumes.	Subjects.
1892.....	388	Education, Science, Literature, Art, Text-books, Miscellaneous.
1893.....	290	
1894.....	257	
1895.....	430	
1896.....	495	
1897.....	476	
1898.....	533	
1899.....	315	
1900.....	275	
1901.....	164	
1902.....	304	
1903.....	218	

The Number of Books Purchased in 1900-1903 was as follows:

Subjects.	1900	1901	1902	1903
Pedagogy .....	23	29	40	7
Science, (Political Economy, Anthropology, etc) .....	24	8	11	3
Philosophy and Ethics.....	5	12	9	8
Industrial and Domestic Science .....	23	2	8	6
Poetry .....	18	1	1	10
Fiction and Practical Life .....	26	5	9	19
Literature.....	78	3	46	35
Text-Books .....	65	32	45	27
Miscellaneous (History, Biography, Reference works) .....	13	72	102	61
Natural History and Nature Study. ....			33	27
Art .....				15
Totals.....	275	164	304	218

Number of Books Donated to the Library in 1898-1903:

	1898	1899	1900	1901	1902	1903
Text-Books .....	49	74	65	111	41	144
Miscellaneous .....			7	13	54	95
Totals. ....	49	74	72	124	95	239

Newspapers and Magazines Received during the Years 1900-1903:

	1900	1901	1902	1903
Number of daily and weekly newspapers received .....	86	91	88	89
Number of magazines and other periodicals received.....	100	102	100	111
Totals.....	186	193	188	200

Books, Magazines, etc., Bound during the Years 1893-1903:

1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903
109	136	141	98	99	93	94	37	83	71	4



## Official Reports on Education in Different Countries Received during 1901-1903:

	1901	1902	1903
Great Britain and Ireland.....	26	43	53
Various Provinces of the Dominion .....	42	42	45
Australasia .....			
Victoria .....		5	3
New South Wales.....	1	3	
South Australia .....		1	1
Western Australia .....	1	1	2
Queensland.....	1		
Tasmania.....	1	1	
New Zealand.....	9	29	18
Other British Possessions :			
Mauritius .....		1	
Cape of Good Hope.....	1	1	2
Natal.....	1	1	1
Jamaica .....	2	1	1
Cape Town.....			12
Barbadoes .....	1	1	1
British Guinea .....	1	2	1
Straits Settlements.....	1		
Hong Kong.....		1	
Various States of the American Union.....	117	54	81
Miscellaneous :			
Brazil.....		3	
Argentine Republic.....	16	12	10
Uruguay.....	1		5
France .....		8	4
Germany.....	1		1
Portugal .....		2	2
Switzerland.....	4	6	2
Italy .....	19	29	16
Mexico.....		1	
Japan .....	1		2
Totals .....	247	248	263

## Miscellaneous Pamphlets Received in 1901-1903:

	1901	1902	1903
From various Countries.....	80	75	65
From the Dominion of Canada and its Provinces .....	28	74	53
Totals .....	108	149	118

## General Remarks.

The tenth volume of the "Documentary History of Education in Upper Canada," 1851-52, was issued during the year, and, as stated in the Preface: "A glance at the contents will show how numerous were the subjects relating to Education which occupied the attention of our Public Men of fifty years ago."

Early in May last a Circular was issued, as authorized, and sent to all the leading Universities, Academies and Colleges of the Dominion, setting forth that duplicate Reports of the Minister of Education for this Province, as well as Provincial School

Acts and Regulations of previous years, and Documentary History of Education for Upper Canada (except volume one), together with other Official Provincial and Dominion Reports, were available for distribution.

In response to this Circular some forty replies were received from every Province of the Dominion, as well as from Newfoundland, and, early in November, the distribution was made, care being taken in each instance to send as nearly as possible the Documents asked for. A record of all the Reports sent is on file in the Department.

In conclusion I might add that the Tables containing a number of Illustrated Books of various kinds provided for the Library have been much appreciated by the students of the Normal, Model and Provincial Kindergarten Schools, as well as by Visitors in general.

F. F. EVANS,

For the Librarian.

Toronto, December, 1903.

# APPENDIX H.—TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of S. P. May, M.D., C.L.H., Superintendent of Public Libraries, Art Schools, Etc.

Sir,—I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools and Scientific Institutions receiving a share of the Government Grant, in the Province of Ontario:—

The recent change in the Act and Regulations requiring annual Reports from Public Libraries to be made up to the end of each calendar year has proved to be very satisfactory, except in a few Libraries which continue to pay subscriptions for magazines, newspapers, etc., in different months in the year. As Government Grants are only allowed for purchases up to the end of each calendar year, this causes considerable extra correspondence, which could be avoided if all subscriptions terminate on the 31st of December in each year.

The present Report is for the year ending 31st December, 1902.

The grant voted by the Legislature to pay Libraries for 1902 was \$50,000, but it was not sufficient to pay claims in full; this is not owing so much to the increase of Libraries as it is to a larger number of Libraries qualifying for grants in 1902; for example, in 1901 only 405 Libraries applied for grants. In 1902, 446 Libraries applied for grants, and it is to be noticed that a large number of rural Libraries purchased books to the maximum grant for books, \$200; it therefore became necessary to take off a pro rata reduction of 30 per cent. from all Libraries.

As shown by lists Nos. 1 to 6, the Libraries now in operation are as follows:

1. Public Libraries (free) paid grants for 1902 .....	137
2. Public Libraries (free) reported but not entitled to grants for 1902 .....	3
3. Public Libraries (not free) paid grants for 1902 .....	292
4. Public Libraries (not free) reported but not entitled to grant for 1902 .....	14
5. Public Libraries which did not report in 1902 .....	35
6. Public Libraries incorporated in 1903 .....	7
Total.....	488

137 Public Libraries (Free) were, paid Grants for 1902, viz.:—

Acton, Ailsa Craig, Algonquin, Alton, Alvinston, Arnprior, Aylmer, Ayr, Beeton, Berlin, Bloomsburg, Bothwell, Bracebridge, Brampton, Brantford, Brighton, Brockville, Brussels, Burk's Falls, Caledon, Caledonia, Camden East, Cardinal, Carleton Place, Cayuga, Chatham, Chesley, Chesterville, Clifford, Clinton, Cobden, Collingwood, Copleston, Cornwall, Creemore, Deseronto, Delhi, Drayton, Dutton, Erin, Exeter, Fordwich, Forest, Galt, Garden Island, Georgetown, Glencoe, Goderich, Gore Bay, Grand Valley, Grantham, Gravenhurst, Grimsby, Guelph, Hagersville, Hamilton, Harriston, Hespeler, Holyrood, Ingersoll, Iroquois, Kemptville, Kingsville, Lakefield, Lanark, Lancaster, Leamington, Lindsay, Listowel, Little Current, London, Lucknow, Markdale, Marlbank, Merrickville, Merriton, Midland, Millbrook, Milverton, Mitchell, Napanee Mills, Newington, Niagara Falls South, North Bay, Oil Springs, Orangeville, Oshawa, Otterville, Paisley, Palmerston, Parkhill, Parry Sound, Pembroke, Penetanguishene, Picton, Port Carling, Port Colborne, Port Rowan, Prescott, Preston, Renfrew, Richmond Hill, Ridgeway, Sarnia, Saul Ste. Marie, Seaforth, Shelburne, Simcoe, Smith's Falls, Springfield, Sprucedale, Stayner, Stouffville, Stratford, Streetsville, St. Catharines, St. Mary's, St. Thomas, Sundridge, Tamworth, Tara, Thessalon, Thornhill, Thorold, Toronto, Trenton, Uxbridge, Wallaceburg, Waterford, Waterloo, Watford, Westford, Wiarton, Windsor, Wingham, Wroxeter, Wyoming.



3 Public Libraries (Free) sent in Reports for 1902 but were not entitled to grants, viz.:—  
Don, Nairn Centre, Tottenham.

292 Public Libraries (Not Free) were paid Grants for 1902, viz.:—

Aberarder, Abingdon, Admaston, Addison, Alma, Allan's Mills, Alliston, Almonte, Amherstburg, Ancaster, Angus, Arkona, Arthur, Atwood, Auburn, Aurora, Avonmore, Baden, Badjeros, Barrie, Battersea, Bayham, Beachville, Beamsville, Beaverton, Belfountain, Belleville, Belwood, Bervie, Berwick, Blenheim, Bloomfield, Blyth, Bobcaygeon, Bolton, Bowmanville, Bracondale, Bradford, Bridgeburg, Bridgen, Brooklin, Brucefield, Bruce Mines, Bunyan, Burford, Burlington, Burnstown, Burritt's Rapids, Cæstorville, Cambray, Campbellford, Canfield, Cannington, Cargill, Carp, Chapleau, Chatsworth, Cheapside, Cheltenham, Claremont, Clarksburg, Claude, Cobourg, Colborne, Cold Springs, Coldstream, Coldwater, Comber, Cookstown, Crysler, Dalhousie, Dorchester, Douglas, Dresden, Dromore, Drumbo, Dryden, Duart, Dundalk, Dundas, Dundella, Dungannon, Dunnville, Durham, Easton's Corners, Elgin, Elmira, Elmvale, Elmwood, Elora, Elphin, Embro, Emsdale, Ennotville, Essex, Fenella, Fenelon Falls, Fergus, Finch, Floradale, Fonthill, Forrester's Falls, Fort Erie, Fort Frances, Freelon, Gananoque, Glammis, Glen Allen, Glenmorris, Gore's Landing, Gorrie, Haileybury, Haliburton, Hanover, Harrow, Harrowsmith, Hawkesville, Hensall, Hepworth, Highgate, Highland Creek, Hillsburg, Hillsdale, Holstein, Honeywood, Huntsville, Inkerman, Inwood, Islington, Jarvis, Jasper, Kemble, Keswick, Kinburn, Kincardine, King, Kingston, Kinmount, Kirkfield, Lake Charles, Leroy, Linwood, Lion's Head, Little Britain, Lorne Park, Lynden, Maberley, Madoc, Manilla, Manitowaning, Manotick, Maple, Maitland, Markham, Marksville, Matilda, Maxwell and Feversham, Maxville, Meaford, Melancthon, Melbourne, Metcalfe, Middleville, Mildmay, Millgrove, Milton, Minden, Mississippi, Molesworth, Monkton, Moose Creek, Morrisburg, Morristown, Mount Albert, Mount Brydges, Mount Forest, Nanticoke, Napanee, Newboro', Newburgh, Newbury, New Durham, New Hamburg, Newmarket, Niagara, Niagara Falls, Norland, North Gower, Norwich, Norwood, Oakville, Oakwood, Odessa, Omemee, Ophir, Orillia, Owen Sound, Oxford Mills, Pakenham, Paris, Pelee Island, Perth, Peterborough, Petrolea, Pickering, Pinkerton, Plattsville, Point Edward, Poland, Port Arthur, Port Burwell, Port Credit, Port Dover, Port Elgin, Port Hope, Port Perry, Port Stanley, Powassan, Princeton, Queensville, Rat Portage, Richmond, Ridgetown, Ripley, Riversdale, Rockwood, Rodney, Romney, Rosemont, Rosseau, Russell, Saltfleet, Scarboro', Schreiber, Scotland, Severn Bridge, Shakespeare, Shallow Lake, Shedden, Smithville, Southampton, South River, Sparta, Spencerville, Strathroy, St. George, St. Helen's, Sunderland, Sunnidale, Tavistock, Teeswater, Thamesford, Thamesville, Thedford, Thornbury, Thornloe, Thornton, Tilbury, Tillsonburg, Tiverton, Toronto Junction, Trout Creek, Underwood, Unionville, Vandorf, Vankleek Hill, Vars, Victoria, Victoria Mines, Wales, Walkerton, Walton, Wardsville, Warkworth, Watdown, Watson's Corners, Webbwood, Welland, Wellesley, West Lorne, Westport, Weston, Wheatley, Whitby, White Lake, Williamstown, Wolfe Island, Woodbridge, Woodstock, Woodville, Yarker, Zephyr.

14 Public Libraries (Not Free) sent in Reports, but were not entitled to grants, viz.:—  
Ethel, Harrington, Havelock, Kearney, Lucan, Kintore, Mallorytown, Mono Road, Munster, New Dundee, Orono, Vienna, Violet Hill, York.

35 Libraries did not Report for 1902:—

Athens, Baysville, Belmont, Binbrook, Bancroft, Bognor, Brougham, Cache Bay, Copper Cliff, Courtright, Dawson, Dufferin, Enterprise, Farren's Point, Flesherton, Forks of the Credit, Goulais Bay, Grantley, Hastings, Horning's Mills, Holland Centre, Inglewood, Jerseyville, Kars, Mono Centre, Mono Mills, Morewood, North Augusta, Orrville, Osnabruck Centre, Primrose, Tilbury East, Tweed, Winchester, Winchester Springs.

Two Public Libraries were closed :—Calabogie, Delora.

Seven new Libraries were incorporated in 1903, viz.:—Callender, Chepstow, East Toronto, Komoka, Priceville, Singhampton, Stirling.

I visited and inspected 193 Public Libraries, Art Schools, etc., in 1902 as follows:—

Abingdon, Addison, Alma, Algonquin, Amherstburg, Athens, Alvinston, Battersea, Burford, Belleville, Berlin, Beamsville, Berwick, Bervie, Bloomfield, Bolton, Bothwell, Bowmanville, Brantford, Bridgeburg, Brockville, Brooklin, Bruce Mines, Brussels, Burk's Falls, Burritt's Rapids, Camden East, Canfield, Cargill, Chatham, Cobden, Coboconk, Cebourg, Cold Springs, Coldstream, Collingwood, Cornwall, Crysler, Dresden, Drumbo, Dungannon, Dunnville, Durham, Dutton, Easton's Corners, Elgin, Elmira, Elmvale, Elora, Elphin, Ethel, Fenelon Falls, Fergus, Finch, Forester's Falls, Fort Erie, Galt, Garden Island, Gammis, Glencoe, Glenmorris, Gore's Landing, Grimsby, Hagersville, Hamilton, Harrowsmith, Havelock, Hespeler, Hillsdale, Holyrood, Honeywood, Horning's Mills, Ingersoll, Inwood, Jarvis, Jasper, Kemptville, Keswick, King, Kingston, Kinmount, Komoka, Lakefield, Lanark, Lancaster, Lefroy, Lindsay, Listowel, Little Britain, London, Lorne Park, Lucknow, Maberly, Maitland, Mallorytown, Manilla, Marlbank, Maxville, Melancthon, Melbourne, Merrickville, Merriton, Milton, Mississippi, Molesworth, Moose Creek, Napanee, Newboro', Newbury, New Dundee, New Durham, Newington, Niagara, Norland, North Bay, Norwood, Oakwood, Oakville, Oil Springs, Omemee, Orono, Oxford Mills, Palmerston, Paris, Parry Sound, Peterboro', Petrolea, Perth, Picton, Pinkerton, Poland, Port Burwell, Port Colborne, Port Credit, Port Perry, Prescott, Preston, Primrose, Renfrew, Richmond Hill, Ridgeway, Ripley, Rodney, Rosemont, Russell, St. George, St. Thomas, Sarnia, Seaforth, Severn Bridge, Shelburne, Smith's Falls, Smithville, Springfield, Strathcona, Stratford, Streetsville, Sundridge, Tamworth, Thamesville, Thessalon, Thornton, Thorold, Tilbury, Tilbury East, Tillsonburg, Trout Creek, Violet Hill, Victoria Mines, Vienna, Walkerton, Wallaceburg, Walton, Wardsville, Waterford, Waterloo, Watson's Corners, Webbwood, Welland, West Lorne, Westport, Whitby, Williamstown, Windsor, Wolfe Island, Wyoming, Yarker. Hamilton Art School, Hamilton Scientific Association, Kingston Art School, St. Thomas Art School.

#### REMARKS ON INSPECTION.

There is a great improvement in many of the Public Libraries, more particularly so, in rural districts. Library Boards with very few exceptions take a great interest in their Libraries; they are more careful in their selection of books than formerly, and seem anxious to conform with the regulations of this Department.

In my interviews I always urged upon the representatives of Libraries the importance of providing books suitable for young people, that in addition to special standard books on History, Biography, Voyages, Science, etc., which will assist them in preparing for their employments in after life, a kind of post-graduate education, they should purchase some books which will assist in making our people patriotic, and loyal to our King and country.

As some of the new Library Boards were not familiar with the regulations, they omitted having sign "Public Library," labelling and stamping books, providing glass cases for books in stores, Record books, etc., but all requirements were promised to be attended to without delay. (A copy of my report of inspection with requirements, etc., was sent to every Library inspected.) In many old Libraries I found a large number of dilapidated books, which in their present condition are unfit for circulation. I recommended that any of these worth re-binding should be re-bound, and explained that the Government Grant would be 50 per cent. on amount expended for binding, and that books which were incomplete and not worth re-binding should be destroyed, and a list of the books destroyed entered on their next Annual Report.

Several Libraries had purchased books payable with notes, and had no funds to meet the pro rata reduction: for example:—A Library gave a note for \$200.00, the grant

was only \$140, and they had no funds to make up the balance. These Library Boards promised me that they would give entertainments, and if necessary get private subscriptions, so that their notes should be paid before the end of the year.

As copies of the new Bill, May, 1903 (see below), had been sent to the Chairman and Secretary of every Public Library in the Province, Library Boards were prepared to discuss it.

### AN ACT TO AMEND THE PUBLIC LIBRARIES ACT.

His Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

"1. Section 28 of The Public Libraries Act is amended by inserting after sub-section 1 of the said section the following words:—

In estimating the amount to which a Public Library is entitled under sub-section 1 of this section, only the amounts expended by the board of management in cash payments out of moneys received by way of grant or gift or as membership fees shall be included, and no public library shall be entitled to any grant under the said sub-section by reason of the expenditure of money borrowed by the board of management or by reason of payments made in promissory notes or in any other way than by cash only.

2. Sub-section 3 of section 28 of The Public Libraries Act is repealed."

Sub-section 1 (28) caused considerable discussion pro and con; many of the Library Boards considered that if they were not allowed to purchase books to be paid for with notes, or borrowed moneys, their Libraries would have to be closed, but I explained to them that the Minister of Education was working for their own benefit, that under the new Act it is probable that there would be no pro rata reduction, that in future their financial position would be improved, that as books for Public Libraries are now imported free of duty, and books so much reduced in price, that in rural districts they need not purchase \$200.00 worth of books every year in future, and that if a smaller amount was expended for books the selection would be apt to be more choice and more appreciated by their members.

I also stated that every Public Library receiving Government Grants should be assisted by the municipalities. In 1902, 289 Libraries were paid municipal grants. It is very gratifying to state that after my explanations the consensus of opinion was that the change in the law would be of benefit to the Libraries, and several Libraries which hitherto had not applied for municipal assistance determined that they would make application without delay.

As sub-section 2 (28) applies to evening classes only, it was not discussed.

The following Public Libraries (not free) were paid municipal grants for 1902:—

Abingdon, Admaston, Alma, Almonte, Amherstburg, Ancaster, Angus, Arkona, Arthur, Atwood, Auburn, Baden, Badjeros, Barrie, Beaverton, Belfountain, Belleville, Bervie, Blenheim, Blyth, Bobcaygeon, Bolton, Bowmanville, Bracondale, Bridgeburg, Brigiden, Brooklyn, Brucefield, Bunyan, Burlington, Caistorville, Cambray, Campbellford, Canfield, Cannington, Cargill, Carp, Claremont, Cobourg, Cold Springs, Coldstream, Coldwater, Comber, Cookstown, Dresden, Duart, Dundas, Dungannon, Dunnville, Elora, Embro, Emsdale, Ennotville, Essex, Ethel, Fenelon Falls, Fergus, Fonthill, Fort Erie, Fort Frances, Gananoque, Glammis, Glen Allan, Glenmorris, Gorrie, Haliburton, Hanover, Harrow, Harrowsmith, Hensall, Hepworth, Highgate, Honeywood, Huntsville, Islington, Kincardine, Kingston, Kinmount, Kintore, Kirkfield, Lefroy, Linwood, Lion's Head, Little Britain, Lorne Park, Lucan, Manilla, Manitowaning, Maple, Marksville, Maxwell and Feversham, Meaford, Melbourne, Mildmay, Minden, Molesworth, Monkton, Morrisburgh, Mount Forest, Napanee, Newburg, New Hamburg, New Dundee, Newmarket, Niagara Falls, Norwich, Norwood, Oakville, Oakwood, Omeme, Orillia, Pakenham, Paris, Perth, Pickering, Pinkerton, Point Edward, Port Arthur, Port Credit, Port Elgin, Port Perry, Rat Portage, Ridgetown, Ripley, Riversdale, Rodney, Romney, Saltfleet, Smithville, Southampton, South River, Strathroy, St. George, St. Helens, Sunderland,



Teeswater, Thamesford, Thamesville, Thornbury, Thornton, Tilbury, Tillsonburg, Toronto Junction, Underwood, Walkerton, Walton, Wardsville, Warkworth, Waterdown, Welland, West Lorne, Weston, Wheatley, Whitby, Williamstown, Woodstock, Woodville, York.

The following Public Libraries (Free) were paid municipal grants in 1902:—

Acton, Ailsa Craig, Arnprior, Aylmer, Ayr, Beeton, Berlin, Bothwell, Bracebridge, Brampton, Brantford, Brighton, Brockville, Brussels, Burk's Falls, Caledonia, Camden East, Cardinal, Carleton Place, Cayuga, Chatham, Chesley, Chesterville, Clifford, Clinton, Colden, Collingwood, Copleston, Cornwall, Creemore, Deseronto, Delhi, Don, Drayton, Dutton, Erin, Exeter, Fordwich, Forest, Galt, Garden Island, Georgetown, Glencoe, Goderich, Gore Bay, Grand Valley, Grantham, Gravenhurst, Grimsby, Guelph, Hagersville, Hamilton, Harriston, Hespeler, Holyrood, Ingersoll, Iroquois, Kemptville, Kingsville, Lakefield, Lanark, Lancaster, Leamington, Lindsay, Listowel, Little Current, London, Lucknow, Markdale, Merrickville, Merriton, Midland, Millbrook, Milverton, Mitchell, Niagara Falls South, North Bay, Oil Springs, Orangeville, Oshawa, Otterville, Paisley, Palmerston, Parkhill, Parry Sound, Pembroke, Penetanguishene, Picton, Port Carling, Port Colborne, Port Rowan, Prescott, Preston, Renfrew, Richmond Hill, Ridgeway, Sarnia, Sault Ste. Marie, Seaforth, Shelburne, Simcoe, Smith's Falls, Springfield, Sprucedale, Stayner, Stouffville, Stratford, Streetsville, St. Catharines, St. Mary's, St. Thomas, Sundridge, Tamworth, Tara, Thessalon, Thornhill, Thorold, Toronto, Trenton, Uxbridge, Wallaceburg, Waterford, Waterloo, Watford, Westford, Wiarton, Windsor, Wingham, Wroxeater, Wyoming.

Total, 289 Free and Public Libraries were paid Municipal Grants in 1902.

The above statement is very gratifying as it shows that a large number of Municipalities now subscribe towards the maintenance of Libraries in their own localities. This year, 1903, the Municipal Grants will be largely increased, as quite a number of new Library buildings are being erected through the Province from funds donated by Mr. Carnegie. The terms on which these buildings are being erected are:—

1. The City, Town, or Village to provide the site.
2. The City to pay 10 per cent. annually on the amount given by Mr. Carnegie.

I visited the following Library Buildings erected with Carnegie funds this year (1903):

1. Brantford. Carnegie grant, \$30,000. A very fine building is being erected on a splendid site facing Victoria Park. Not finished when I visited Brantford.

2. Berlin. Carnegie grant, \$23,000. Building in course of erection when I visited Berlin.

3. Chatham. Carnegie grant \$18,000. The original grant was \$15,000 but it was found after tenders had been received that this sum was not sufficient, and the Board applied to Mr. Carnegie, who gave them an additional grant of \$3,000. The building will cost about \$20,000. It was dedicated by the Hon. Minister of Education on the 14th September, 1903.

It is a very handsome stone building, with cut-stone front. On the ground floor is the main entrance and vestibule, with delivery hall in the centre, fitted with oak and glass panelling dividing the rooms on each side and leading up to the delivery desk. On one side is the general reading room and reference room; on the opposite side, the children's reading room and librarian's room. In the rear is the library, or stock room, of a half circular form lighted with 12 large windows. This room has sufficient shelving for 40,000 volumes. The fittings are up to date, steel with polished wood shelves. The library is 20 feet in height, ceilings (also in basement) pressed steel.

The basement contains entrance hall with access from the street or from the vestibule. The Board room is in the centre, with boiler and fuel rooms on one side; on the opposite side, newspaper room and un-packing room with lift, etc. In the rear is a large auditorium, 15 feet high, with seating accommodation for 300 persons. The end of this room is the same as the library of a half circular form with 12 large windows.

The entire building is well lighted with gas and electric lights, and has modern plumbing, closets, wash rooms, etc., also fire places, giving it a cheerful and bright appearance in winter.

4. Collingwood. Carnegie grant, \$12,500. Cost of building to be about \$15,000. Building not finished when I visited Collingwood.

5. Cornwall. Carnegie grant, \$7,000. This Library is now open to the public. The building is built of red brick with stone facings and stone foundation. It is erected on a prominent site. They have separate Reading Rooms for ladies and gentlemen, a spacious entrance hall and board room, with well equipped Library, and good rooms in the basement.

6. Galt. Carnegie grant, \$19,500. The building was in course of erection when I visited Galt.

7. Lindsay. Carnegie grant, \$13,000. Building in course of erection when I visited Lindsay.

8. Palmerston. Carnegie grant, \$10,000. Building in course of erection when I visited Palmerston.

9. Sarnia. Carnegie grant \$15,000. Opened to the public 27th November, 1903. The entrance hall is of an ornate character, the walls are decorated, and it is intended to have busts of distinguished men ornamenting each of the pilasters. The Library has modern equipments. Reading Room well lighted and ventilated. Separate Reading Room for children, also separate reference room on first floor. In the basement they have an auditorium, amusement and newspaper room, storeroom, lavatory, etc.

10. Smith's Falls. Carnegie grant, \$11,000. The building is being erected on a triangular block facing two streets on a leading thoroughfare. Messrs. Frost Bros. having entered into agreement to give \$1,000 per annum for 20 years towards the maintenance of the Library, therefore the town will have only a small amount to subscribe annually.

11. Stratford. Carnegie grant, \$15,000. This Library was opened in September, 1903. It is a good plain substantial red brick building with stone trimmings. They have an excellent entrance hall, well equipped Library, also reference Library and spacious Reading Room well lighted, with separate children's room. Excellent auditorium well lighted and ventilated; janitor's apartments in the basement, store room, lavatory, etc. Readers are allowed to select books from the shelves, except fiction, and can take out two books at a time, but only one on fiction.

12. Waterloo. Carnegie grant, \$10,000. Building in course of erection when I visited Waterloo.

13. Windsor. Carnegie grant, \$27,000. (Dedicated by the Minister of Education.) The entrance hall is very chaste; on the ground floor they have a spacious Library and a general Reading Room, reference room, newspaper room, etc. In the basement a spacious, well lighted and ventilated auditorium, which will seat 300 people. The building is heated with steam. The lady librarians are painstaking, obliging and careful; everything is bright, clean and cheerful.

Readers are allowed to select books from the shelves, including fiction.

The citizens may well feel proud of their Free Library.

I am informed that several other buildings are being erected with Carnegie funds, but the Department has not yet received official communications respecting them.

#### Other New Library Buildings.

1. Amherstburg. They have an excellent brick building which has been modernized and fitted up for Library purposes. They received an endowment from the late Dr. Boyle which enabled them to fit up their building, which is not only free of debt but is a source of revenue. They have a large Library and spacious Reading Room. At present they do not require all the rooms for Library purposes, therefore the rooms on the ground floor are rented to the School Board for Continuation Classes. As they receive a town grant of \$100, and a county grant of \$50 per annum, their financial position is probably equal to any other Public Library in the Province. They have an excellent Library, which, in addition to modern standard books, contains a valuable collection of rare and valuable books, engravings, etc., presented by the late Dr. Boyle.

2. Lancaster. They have an excellent brick building with modern equipments; it was opened on the 19th November, when I gave an address on ancient and modern libraries, and Mr. Dingwall and others gave interesting addresses on the best books to read, etc. The building, which is well laid out, properly ventilated and lighted, cost only \$3,000. Mr. Ross, a former resident, gave a donation of \$1,000, also a town lot, and it is expected that local contributions will enable them to pay off all liabilities before the end of the year.

3. Napanee. They have an excellent building, erected at the expense of subscribers; it is so well fitted up that it may be considered a model library building for small towns. It is not a Free Library, but the Reading Room and Reference room are free. The town grant is \$200, which, in addition to members' fees, places them in a good financial position. The Library and Reading Room are spacious and fitted up with modern equipments. They have a Board room, Reference room, Amusement room, etc., and the Library Board are to be congratulated on their success in erecting a building free of all liabilities so well adapted to their purposes.

4. Newington. They have an excellent brick building which cost about \$1,700, donated by a former resident. The Library and Reading Room are in one large room on the ground floor, but the Library is partitioned off with railings so that members cannot have access to the book shelves. The people may well be proud of their Library, which, they say, will live forever as a monument of the generosity of the donor who was one of their townsmen.



The following table shows the locality of every Public and Free Library in the Province up to the 1st December, 1908.

## FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington .....	Camden, East.	Dufferin .....	Primrose.
" .....	Enterprise.	" .....	Rosemont.
" .....	Napanee Mills(StrathconaPO)	" .....	Shelburne.
" .....	Newburgh.	" .....	Violet Hill.
" .....	Tamworth.	Dundas .....	Chesterville.
" .....	Yarker.	" .....	Dundela.
Algoma .....	Bruce Mines.	" .....	Grantley.
" .....	Chapleau.	" .....	Inkerman.
" .....	Goulais Bay.	" .....	Iroquois.
" .....	Marksville.	" .....	Matilda (Iroquois P.O.)
" .....	Nairn Centre.	" .....	Morewood.
" .....	Ophir.	" .....	Morrisburg.
" .....	Port Arthur	" .....	Winchester.
" .....	Rat Portage.	" .....	Winchester Springs.
" .....	Sault Ste. Marie.	Durham .....	Bowmanville.
" .....	Schrieber.	" .....	Millbrook.
" .....	Thessalon.	" .....	Orono.
" .....	Victoria Mines.	" .....	Port Hope.
" .....	Webbwood.	Elgin .....	Aylmer.
Brant .....	Brantford.	" .....	Bayham.
" .....	Burford.	" .....	Dutton.
" .....	Glenmorris.	" .....	Port Burwell.
" .....	New Durham.	" .....	Port Stanley.
" .....	Paris.	" .....	Rodney.
" .....	Scotland.	" .....	St. Thomas.
" .....	St. George.	" .....	Shedden.
Bruce .....	Bervie.	" .....	Sparta.
" .....	Cargill.	" .....	Springfield.
" .....	Chepstow.	" .....	Vienna.
" .....	Chesley.	" .....	West Lorne.
" .....	Elmwood.	Essex .....	Amherstburg.
" .....	Glamis.	" .....	Comber.
" .....	Hepworth.	" .....	Essex.
" .....	Holyrood.	" .....	Harrow.
" .....	Kincardine.	" .....	Kingsville.
" .....	Lion's Head.	" .....	Leamington.
" .....	Lucknow.	" .....	Pelee Island.
" .....	Mildmay.	" .....	Windsor.
" .....	Paisley.	Frontenac .....	Battersea.
" .....	Pinkerton.	" .....	Garden Island.
" .....	Port Elgin.	" .....	Harrowsmith.
" .....	Ripley.	" .....	Kingston.
" .....	Riversdale.	" .....	Mississippi.
" .....	Southampton.	" .....	Wolfe Island.
" .....	Teeswater.	Glengarry .....	Lancaster.
" .....	Tara.	" .....	Maxville.
" .....	Tiverton.	" .....	Williamstown.
" .....	Underwood.	Grenville .....	Algonquin.
" .....	Walkerton.	" .....	Burritt's Rapids.
" .....	Westwood.	" .....	Cardinal.
" .....	Warton.	" .....	Easton's Corners.
Carleton .....	Carp.	" .....	Jasper.
" .....	Dawson.	" .....	Kemptville.
" .....	Kars.	" .....	Maitland.
" .....	Kinburn.	" .....	Merrickville.
" .....	Manotick.	" .....	North Augusta.
" .....	Metcalfe.	" .....	Oxford Mills.
" .....	Munster.	" .....	Prescott.
" .....	North Gower.	" .....	Spencerville.
" .....	Richmond.	Grey .....	Badjeros.
Dufferin .....	Grand Valley.	" .....	Bognor.
" .....	Honeywood.	" .....	Chatsworth.
" .....	Horning's Mills.	" .....	Clarksburg.
" .....	Melancthon.	" .....	Dromore.
" .....	Mono Centre.	" .....	Durham.
" .....	Orangeville.	" .....	Dundalk.

## FREE AND PUBLIC LIBRARIES.—Continued.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Grey .....	Flesherton.	Lambton .....	Arkona.
" .....	Holland Centre.	" .....	Aberarder.
" .....	Holstein.	" .....	Alvinston.
" .....	Kemble.	" .....	Brigden.
" .....	Hanover.	" .....	Bunyan.
" .....	Lake Charles.	" .....	Copleston.
" .....	Markdale.	" .....	Courtwright.
" .....	Meaford.	" .....	Forest.
" .....	Maxwell and Feversham.	" .....	Inwood.
" .....	Owen Sound.	" .....	Oil Springs.
" .....	Priceville.	" .....	Petrolia.
" .....	Shallow Lake.	" .....	Point' Edward.
" .....	Singhampton.	" .....	Sarnia.
" .....	Thornbury.	" .....	Thedford.
Haliburton .....	Haliburton.	" .....	Watford.
" .....	Minden.	" .....	Wyoming.
Haldimand .....	Caledonia.	Lanark .....	Allan's Mills.
" .....	Canfield.	" .....	Almonte.
" .....	Cayuga.	" .....	Carleton Place.
" .....	Cheapside.	" .....	Dalhousie.
" .....	Dufferin (Clanbrassil P.O.)	" .....	Elphin.
" .....	Dunnville.	" .....	Lanark.
" .....	Hagersville.	" .....	Maberley.
" .....	Jarvis.	" .....	Middleville.
" .....	Nanticoke.	" .....	Pakenham.
" .....	Victoria (Caledonia P.O.)	" .....	Perth.
" .....	York.	" .....	Poland.
Halton .....	Acton.	" .....	Smith's Falls.
" .....	Burlington.	" .....	Watson's Corners.
" .....	Georgetown.	Leeds .....	Addison.
" .....	Milton.	" .....	Athens.
" .....	Oakville.	" .....	Brockville.
Hastings .....	Bancroft.	" .....	Elgin.
" .....	Belleville.	" .....	Gananoque.
" .....	Deseronto.	" .....	Mallorytown.
" .....	Madoc.	" .....	Newboro'.
" .....	Marlbank.	" .....	Westport.
" .....	Stirling.	Lennox .....	Odessa.
" .....	Trenton.	" .....	Napanee.
" .....	Tweed.	Lincoln .....	Abingdon.
Huron .....	Auburn.	" .....	Beamsville.
" .....	Brucefield.	" .....	Caistorville.
" .....	Blyth.	" .....	Grantham (St. Catharines P.O.)
" .....	Brussels.	" .....	Merriton.
" .....	Clinton.	" .....	Grimsby.
" .....	Dungannon.	" .....	Niagara.
" .....	Ethel.	" .....	Smithville.
" .....	Exeter.	" .....	St. Catharines.
" .....	Fordwich.	Manitoulin I .....	Gore Bay.
" .....	Goderich.	" .....	Little Current.
" .....	Gorrie.	" .....	Manitowaning.
" .....	Hensall.	Mid Essex .....	Ailsa Craig.
" .....	Molesworth.	" .....	Belmont.
" .....	Seaforth.	" .....	Coldstream.
" .....	St. Helens.	" .....	Dorchester.
" .....	Walton.	" .....	Glencoe.
" .....	Wingham.	" .....	Komoka.
" .....	Wroxeter.	" .....	London.
Kent .....	Blenheim.	" .....	Lucan.
" .....	Bothwell.	" .....	Melbourne.
" .....	Chatham.	" .....	Mt. Brydges.
" .....	Dresden.	" .....	Newbury.
" .....	Duart.	" .....	Parkhill.
" .....	Highgate.	" .....	Strathroy.
" .....	Tilbury.	" .....	Wardsville.
" .....	Tilbury E. (Valetta P.O.)	Muskoka .....	Bracebridge.
" .....	Ridgetown.	" .....	Baysville.
" .....	Romney.	" .....	Gravenhurst.
" .....	Thamesville.	" .....	Huntsville.
" .....	Wallaceburg.	" .....	Port Carling.
" .....	Wheatley.	" .....	Seven Bridge.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Nipissing .....	Copper Cliff.	Perth .....	Atwood.
" .....	Cache Bay.	" .....	Listowel.
" .....	Haileybury.	" .....	Milverton.
" .....	North Bay.	" .....	Monkton.
" .....	Thornloe.	" .....	Mitchell.
Norfolk .....	Bloomsburg.	" .....	Shakespeare.
" .....	Delhi.	" .....	St. Mary's.
" .....	Port Dover.	" .....	Stratford.
" .....	Port Rowan.	Peterborough ....	Hastings.
" .....	Simcoe.	" .....	Havelock.
" .....	Waterford.	" .....	Lakefield.
Northumberland ..	Brighton.	" .....	Norwood.
" .....	Campbllford.	" .....	Peterborough.
" .....	Cobourg.	Prescott .....	Vankleek Hill.
" .....	Cold Springs.	Prince Edward ..	Bloomfield.
" .....	Colborne.	" .....	Pictou.
" .....	Fenella.	Rainy River .....	Dryden.
" .....	Gore's Landing.	" .....	Fort Frances.
" .....	Warkworth.	Renfrew .....	Admaston.
Ontario .....	Beaverton.	" .....	Arnprior.
" .....	Brooklin.	" .....	Burnstown.
" .....	Brougham.	" .....	Cobden.
" .....	Cannington.	" .....	Douglas.
" .....	Claremont.	" .....	Forester's Falls.
" .....	Oshawa.	" .....	Pembroke.
" .....	Pickering.	" .....	Renfrew.
" .....	Port Perry.	" .....	White Lake.
" .....	Sunderland.	Russell .....	Russell.
" .....	Uxbridge.	" .....	Vars.
" .....	Whitby.	Stormont .....	Avonmore.
" .....	Zephyr.	" .....	Berwick.
Oxford .....	Beachville.	" .....	Cornwall.
" .....	Drumbo.	" .....	Crysler.
" .....	Embro.	" .....	Farran's Point.
" .....	Harrington.	" .....	Finch.
" .....	Ingersoll.	" .....	Moose Creek.
" .....	Kintore.	" .....	Newington.
" .....	Plattsville.	" .....	Osnabrock Centre.
" .....	Norwich.	" .....	Wales.
" .....	Otterville.	Simcoe .....	Alliston.
" .....	Princeton.	" .....	Angus.
" .....	Tavistock.	" .....	Barrie.
" .....	Tillsonburg.	" .....	Beeton.
" .....	Thamesford.	" .....	Bradford.
" .....	Woodstock.	" .....	Coldwater.
Parry Sound .....	Burk's Falls.	" .....	Collingwood.
" .....	Callender.	" .....	Cookstown.
" .....	Emsdale.	" .....	Creemore.
" .....	Kearney.	" .....	Elmvale.
" .....	Orville.	" .....	Hiltsdale.
" .....	Parry Sound.	" .....	Lefroy.
" .....	Powassan.	" .....	Midland.
" .....	Rosseau.	" .....	Ocilia.
" .....	South River.	" .....	Penetanguishene.
" .....	Sprucedale.	" .....	Stayner.
" .....	Sundridge.	" .....	Sunnidale (New Lowell P.O.)
" .....	Trout Creek.	" .....	Thornton.
Pee. ....	Alton.	" .....	Tottenham.
" .....	Belfountain	Victoria .....	Bobcaygeon.
" .....	Bolton.	" .....	Cambray.
" .....	Brampton.	" .....	Fenelon Falls
" .....	Caledon.	" .....	Kinmount.
" .....	Cheltenham.	" .....	Kirkfield.
" .....	Claude.	" .....	Little Britain.
" .....	Forks of the Credit.	" .....	Lindsay.
" .....	Inglewood.	" .....	Manilla.
" .....	Lorne Park.	" .....	Norland.
" .....	Mono Road.	" .....	Oakwood.
" .....	Mono Mills.	" .....	Omamee.
" .....	Port Credit.	" .....	Woodville.
" .....	Streetsville.		



FREE AND PUBLIC LIBRARIES.—*Concluded.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Waterloo .....	Ayr.	Wellington .....	Mount Forest.
" .....	Baden.	" .....	Palmerston.
" .....	Berlin.	" .....	Rockwood.
" .....	Elmira.	Wentworth .....	Ancaster.
" .....	Floradale.	" .....	Binbrook.
" .....	Galt.	" .....	Dundas.
" .....	Hawkesville.	" .....	Freelton.
" .....	Hespeler.	" .....	Hamilton.
" .....	Linwood.	" .....	Jerseyville.
" .....	New Dundee.	" .....	Mill Grove.
" .....	New Hamburg.	" .....	Lynden.
" .....	Preston.	" .....	Saltfleet (Stony Creek P.O.)
" .....	Waterloo.	" .....	Waterdown.
" .....	Wellesley.	York .....	Aurora.
Welland .....	Bridgeburg.	" .....	Bracondale.
" .....	Fonthill.	" .....	Don.
" .....	Fort Erie.	" .....	East Toronto.
" .....	Niagara Falls.	" .....	Highland Creek.
" .....	Niagara Falls South.	" .....	Islington.
" .....	Port Colborne.	" .....	Keswick.
" .....	Ridgeway.	" .....	King.
" .....	Thorold.	" .....	Maple.
" .....	Welland.	" .....	Markham.
Wellington .....	Alma.	" .....	Mount Albert.
" .....	Arthur.	" .....	Newmarket.
" .....	Belwood.	" .....	Queensville.
" .....	Clifford.	" .....	Richmond Hill.
" .....	Drayton.	" .....	Scarboro.
" .....	Elora.	" .....	Stouffville.
" .....	Erin.	" .....	Thornhill.
" .....	Ennotville.	" .....	Toronto.
" .....	Fergus.	" .....	Toronto Junction.
" .....	Glen Allen.	" .....	Unionville.
" .....	Guelph.	" .....	Vandorf.
" .....	Harriston.	" .....	Weston.
" .....	Hillsburg.	" .....	Woodbridge.
" .....	Morrison.		

The above list may be classified as follows :—

Public Libraries reporting .....	306
Free Libraries reporting .....	140
Public Libraries not reporting .....	31
Free Libraries not reporting .....	4

Public Libraries incorporated since 31st December, 1902.....

7

Total ..... 488

## I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1902. (For details see table A).

## 1. 'Classification of Public Libraries Reporting.

Public Libraries with reading rooms .....	99
Public Libraries without reading rooms .....	207
Total.....	306

## 2. Public Libraries—Receipts and Balances on hand.

The total receipts of 306 Public Libraries was .....	\$90,809 55
Balances on hand .....	5,659 32

## 3. Public Libraries—Expenditure.

The total expenditure of 306 Public Libraries was .....	\$85,150 23
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## 4. Public Libraries—Assets and Liabilities.

Assets of 306 Public Libraries .....	\$426,103 88
Liabilities of 306 Public Libraries .....	28,458 33

## 5. Number of Members in Public Libraries.

306 Public Libraries have 40,875 members.

## 6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of volumes in 306 Libraries .....	535,528
Number of volumes issued in 306 Libraries .....	855,669

## 7. Reading Rooms in Public Libraries.

99 Libraries reporting have reading rooms.

\*18 Libraries reported having periodicals for circulation.

117 Libraries subscribed for 2,375 newspapers and periodicals.

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\*A circular was recently issued by the Department giving Libraries without Reading Rooms the privilege of purchasing magazines for circulation, the same as books.

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (not Free) for the year ending 31st December, 1902.

No.	Public Libraries.	Receipts.						Expenditure.		Balance on hand.		Number of members.		Number of volumes in Library.		Number of volumes issued.		Number of newspapers and periodicals.		Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.		\$	£	\$	£									\$	£	\$	£
1	Aberarder.....	56 80	.....	50 00	48 05	154 85	146 02	8 83	102	3 253	2 073	26	1 731 00	183 38	1 731 00	183 38	26	1 731 00	183 38	1 731 00	183 38	1 731 00	183 38
2	Abingdon.....	47 60	10 00	17 00	115 66	175 66	175 66	22 34	115	2 279	473	.....	700 00	119 00	700 00	119 00	.....	700 00	119 00	700 00	119 00	700 00	119 00
3	Admaston.....	.....	10 00	17 00	24 67	99 27	76 93	22 34	150	1 249	1 368	.....	200 00	200 00	200 00	200 00	.....	200 00	200 00	200 00	200 00	200 00	200 00
4	Addison.....	107 55	18 00	43 75	172 92	215 42	215 42	7 78	101	318	521	16	920 00	2 00	920 00	2 00	16	920 00	2 00	920 00	2 00	920 00	2 00
5	Alma.....	19 65	.....	9 75	16 36	45 76	36 67	9 09	134	1 023	2 532	.....	1 496 89	18 90	1 496 89	18 90	.....	1 496 89	18 90	1 496 89	18 90	1 496 89	18 90
6	Allan's Mills.....	57 05	.....	129 00	94 70	519 65	519 65	.....	117	1 970	3 266	.....	3 664 50	26 90	3 664 50	26 90	.....	3 664 50	26 90	3 664 50	26 90	3 664 50	26 90
7	Alliston.....	145 95	150 00	129 00	114 70	606 52	506 52	.....	182	3 472	5 098	21	4 951 00	70 00	4 951 00	70 00	21	4 951 00	70 00	4 951 00	70 00	4 951 00	70 00
8	Almonthe.....	157 20	150 00	84 62	83 83	198 83	175 70	18 13	194	2 946	1 640	.....	526 90	70 00	526 90	70 00	.....	526 90	70 00	526 90	70 00	526 90	70 00
9	Amherstburg.....	60 00	25 00	25 00	17 65	115 40	94 02	21 38	104	681	1 750	.....	1 200 00	160 07	1 200 00	160 07	.....	1 200 00	160 07	1 200 00	160 07	1 200 00	160 07
10	Ancaster.....	62 00	20 00	13 00	222 35	267 10	263 64	3 46	100	599	3 071	16	1 200 00	166 26	1 200 00	166 26	16	1 200 00	166 26	1 200 00	166 26	1 200 00	166 26
11	Angus.....	16 75	15 00	97 50	221 41	563 11	534 68	18 43	115	2 914	3 380	.....	2 451 00	142 92	2 451 00	142 92	.....	2 451 00	142 92	2 451 00	142 92	2 451 00	142 92
12	Arkhona.....	134 20	100 00	26 75	129 50	318 35	316 87	1 48	179	2 914	3 380	.....	1 200 00	166 26	1 200 00	166 26	.....	1 200 00	166 26	1 200 00	166 26	1 200 00	166 26
13	Arthur.....	147 10	15 00	26 75	129 50	318 35	316 87	1 48	179	2 914	3 380	.....	1 200 00	166 26	1 200 00	166 26	.....	1 200 00	166 26	1 200 00	166 26	1 200 00	166 26
14	Atwood.....	147 10	15 00	26 75	129 50	318 35	316 87	1 48	179	2 914	3 380	.....	1 200 00	166 26	1 200 00	166 26	.....	1 200 00	166 26	1 200 00	166 26	1 200 00	166 26
15	Auburn.....	70 75	30 00	30 15	155 52	286 42	286 42	.....	100	1 128	1 886	12	3 811 72	1 077 00	3 811 72	1 077 00	12	3 811 72	1 077 00	3 811 72	1 077 00	3 811 72	1 077 00
16	Aurora.....	95 10	.....	80 00	57 65	297 65	284 92	8 72	105	4 360	3 181	.....	1 565 53	65 93	1 565 53	65 93	.....	1 565 53	65 93	1 565 53	65 93	1 565 53	65 93
17	Avonmore.....	160 00	35 00	51 00	115 93	318 63	318 63	.....	153	2 949	3 181	.....	1 565 53	65 93	1 565 53	65 93	.....	1 565 53	65 93	1 565 53	65 93	1 565 53	65 93
18	Baden.....	116 70	10 00	34 75	201 77	406 52	397 29	9 23	102	2 900	1 846	.....	4 895 00	300 00	4 895 00	300 00	.....	4 895 00	300 00	4 895 00	300 00	4 895 00	300 00
19	Badjeres.....	160 00	150 00	236 75	393 25	970 01	937 29	32 72	129	667	1 890	3	3 870 64	178 16	3 870 64	178 16	3	3 870 64	178 16	3 870 64	178 16	3 870 64	178 16
20	Banier.....	200 00	150 00	25 50	223 99	248 49	248 49	.....	101	277	9 955	28	4 895 00	300 00	4 895 00	300 00	28	4 895 00	300 00	4 895 00	300 00	4 895 00	300 00
21	Battersea.....	65 85	.....	26 50	19 02	111 37	87 39	23 98	105	699	1 157	.....	503 74	12 99	503 74	12 99	.....	503 74	12 99	503 74	12 99	503 74	12 99
22	Bayham.....	160 00	.....	51 00	225 40	436 40	432 24	4 16	212	542	1 908	.....	421 75	218 25	421 75	218 25	.....	421 75	218 25	421 75	218 25	421 75	218 25
23	Beachville.....	120 00	.....	78 50	115 61	314 11	308 70	5 41	160	2 314	3 499	6	2 187 10	145 27	2 187 10	145 27	6	2 187 10	145 27	2 187 10	145 27	2 187 10	145 27
24	Beamsville.....	115 80	55 00	46 30	80 04	297 14	286 69	10 45	115	1 404	2 610	24	1 195 86	131 00	1 195 86	131 00	24	1 195 86	131 00	1 195 86	131 00	1 195 86	131 00
25	Beaverton.....	160 00	30 00	75 50	5 00	212 50	212 50	.....	175	2 193	1 845	.....	4 800 50	206 01	4 800 50	206 01	.....	4 800 50	206 01	4 800 50	206 01	4 800 50	206 01
26	Belfountain.....	200 00	200 00	350 72	400 43	1 152 99	1 129 99	21 16	986	4 960	17 726	30	1 127 18	252 69	1 127 18	252 69	30	1 127 18	252 69	1 127 18	252 69	1 127 18	252 69
27	Bellefield.....	200 00	200 00	22 10	88 31	203 51	189 79	13 72	112	1 372	2 723	.....	834 62	202 59	834 62	202 59	.....	834 62	202 59	834 62	202 59	834 62	202 59
28	Bellwood.....	93 10	.....	22 10	118 74	156 24	155 62	20 62	103	1 362	5 16	.....	401 93	175 94	401 93	175 94	.....	401 93	175 94	401 93	175 94	401 93	175 94
29	Bervie.....	.....	25 00	12 50	118 74	156 24	155 62	20 62	104	740	592	.....	3 136 50	77 55	3 136 50	77 55	.....	3 136 50	77 55	3 136 50	77 55	3 136 50	77 55
30	Berwick.....	160 00	.....	26 00	14 18	200 18	200 18	.....	225	3 792	7 825	23	1 325 00	30 00	1 325 00	30 00	23	1 325 00	30 00	1 325 00	30 00	1 325 00	30 00
31	Blenhiem.....	200 00	75 00	207 60	65 99	648 59	472 92	175 67	110	1 804	6 562	15	1 325 00	30 00	1 325 00	30 00	15	1 325 00	30 00	1 325 00	30 00	1 325 00	30 00
32	Bloomfield.....	133 70	.....	33 00	22 00	188 70	82 65	106 05	116	1 286	1 180	.....	566 15	30 00	566 15	30 00	.....	566 15	30 00	566 15	30 00	566 15	30 00
33	Blyth.....	.....	20 00	28 00	21 27	69 27	49 62	19 65	138	2 202	2 775	21	1 921 64	30 00	1 921 64	30 00	21	1 921 64	30 00	1 921 64	30 00	1 921 64	30 00
34	Bobcaygeon.....	12 45	60 00	66 25	63 27	201 97	193 20	8 77	138	2 202	2 775	21	1 921 64	30 00	1 921 64	30 00	21	1 921 64	30 00	1 921 64	30 00	1 921 64	30 00



35	Bolton.....	98 00	50 00	24 56	253 06	253 06	253 06	161	2,825	5,060	15	1,692 24	24 56
36	Bowmanville.....	149 00	150 00	97 30	528 78	528 78	519 24	134	3,399	7,106	44	3,515 76	144 33
37	Bracondale.....	160 00	25 00	58 73	275 98	275 98	255 26	129	1,358	2,233		831 74	100 07
38	Bradford.....	43 40		1 77	88 42	88 42	88 19	23	2,193	3,353		1,656 79	94 15
39	Bridgeburg.....	97 90	60 00	65 77	267 67	267 67	239 69	107	1,051	3,174		664 87	
40	Brigden.....	160 00	30 00	27 71	235 26	235 26	230 41	188	722	4,213		378 30	169 79
41	Brocklin.....	160 00	50 00	64 56	309 56	309 56	305 29	174	1,997	2,910	2	1,168 93	60 00
42	Brookfield.....	160 00	45 00	27 80	15 39	248 19	248 19	135	555	2,600		359 71	2 57
43	Bruce Mines.....	160 00		464 98	691 98	691 98	591 67	113	622	1,540	21	503 03	167 17
44	Bunyan.....	40 90	5 00	99 30	159 30	159 30	121 48	100	379	475		250 00	
45	Burford.....	164 10		249 99	469 84	469 84	438 11	106	1,799	2,459	20	1,247 65	150 11
46	Furlington.....	65 35	50 00	169 48	345 33	345 33	298 83	121	2,246	4,293	8	1,707 39	90 00
47	Burnstown.....			60 68	75 68	75 68	75 06	140	779	1,108		370 00	
48	Burritt's Rapids.....			203 93	230 93	230 93	216 51	106	355	382		228 93	203 93
49	Caistorville.....	101 05	30 00	17 45	162 25	162 25	137 65	110	379	1,081		297 75	17 00
50	Cambray.....	80 60	50 00	4 55	153 65	153 65	133 65	136	834	2,357		594 44	4 41
51	Campanellford.....	133 30	130 00	3 40	389 04	389 04	332 79	190	4,102	5,659	22	2,225 00	
52	Canfield.....	160 00	10 00	234 97	416 79	416 79	389 86	108	703	1,336		453 30	156 00
53	Cannington.....	76 00	75 00	161 20	388 70	388 70	343 99	218	2,208	2,987	17	1,815 33	55 00
54	Cargill.....	160 00	8 00	54 69	250 19	250 19	237 64	110	1,892	2,552		1,233 85	
55	Carp.....	77 00	15 00	11 17	150 92	150 92	138 32	101	1,214	2,052		700 00	
56	Chapleau.....	125 50		322 18	571 33	571 33	565 06	107	1,906	1,103	20	1,536 79	245 80
57	Chatsworth.....	61 25		14 29	125 78	125 78	125 78	101	2,608	4,956	10	1,743 07	12 98
58	Cheapside.....	58 40		20 50	95 90	95 90	92 94	101	1,437	850		1,012 58	
59	Cheltenham.....	160 00		44 64	256 14	256 14	250 70	122	2,586	1,282		2,841 20	
60	Claremont.....	113 30	40 00	41 19	231 99	231 99	231 99	104	2,364	1,640		1,733 19	37 09
61	Clarksburg.....	27 00		21 01	60 26	60 26	60 26	105	1,040	1,377		950 00	8 81
62	Claude.....	68 10		47 11	140 21	140 21	109 92	103	2,785	2,056		1,830 29	
63	Cobourg.....	200 00	100 00	542 09	946 82	946 82	107 77	209	3,676	17, 00	40	2,400 00	15 50
64	Colborne.....	125 00		28 24	185 74	185 74	185 73	110	1,724	1,629		1,075 00	148 24
65	Cold Springs.....		10 00	140 00	220 00	220 00	220 00	125	1,183	915		1,050 00	22 00
66	Coldstream.....	104 10	10 00	127 06	285 41	285 41	258 80	127	1,585	3,170	22	812 00	160 00
67	Coldwater.....	199 45	60 00	216 40	538 10	538 10	505 45	140	1,836	2,481	19	1,286 16	179 29
68	Comber.....	210 00	50 00	29 87	330 37	330 37	317 07	101	1,873	2,652	21	1,225 00	
69	Cocktown.....	160 00	10 00	153 81	355 56	355 56	335 56	105	1,427	7,210		910 00	157 56
70	Crysler.....	160 00		40 00	224 50	224 50	223 65	137	492	47		406 50	209 76
71	Dalhousie (McDonald's Corner P.O.).....	75 70		74 32	150 02	150 02	148 11	112	673	749	2	400 00	70 73
72	Dorchester.....	85 30		66 53	188 08	188 08	150 82	166	978	1,586		806 02	
73	Douglas.....	73 25		4 23	106 23	106 23	94 98	115	1,004	2,534		632 81	
74	Dresden.....	160 00	25 00	156 05	398 40	398 40	386 53	130	1,692	3,622		1,162 53	151 45
75	Dromore.....	160 00		9 00	158 16	158 16	327 16	159	542	1,694		315 91	117 21
76	Drumbo.....	137 20		73 34	281 54	281 54	232 42	101	826	2,536		512 00	
77	Dryden.....			205 91	367 46	367 46	331 85	140	874	3,031		1,035 00	200 00
78	Duart.....	160 00	25 00	108 70	319 20	319 20	318 97	102	2,504	1,961		1,791 38	60 77
79	Dundalk.....	158 65		29 10	50 15	50 15	237 90	102	2,822	2,843		1,800 00	
80	Dundas.....	200 00	300 00	144 03	807 03	807 03	801 99	5 04	212	7,531	53	6,244 03	
81	Dundella.....	50 00		29 75	105 00	105 00	104 02	122	401	853		215 00	29 00
82	Dungannon.....	94 55	35 00	109 11	284 61	284 61	277 64	112	1,689	2,347	17	955 00	90 00
83	Dunville.....	160 00	50 00	34 87	307 87	307 87	282 76	102	2,850	5,823		1,275 11	74 00



118	Harrowsmith	20 00	15 00	41 03	166 03	105	237	939	179 03	12 53
119	Harelock	15 00	326 78	341 78	341 78	15	426	707	305 78	251 49
120	Hawkesville	16 35	7 18	28 86	28 86	107	773	3,163	360 51	145 51
121	Hensal	66 75	154 39	416 44	409 12	143	1,310	1,885	974 06	16 35
122	H-worth	18 10	27 32	92 97	92 97	104	983	1,618	869 33	200 00
123	H-gate	12 50	36 10	233 60	225 60	110	1,381	4,618	1,247 00	1,200 00
124	H-gate	22 50	30 29	52 79	52 30	125	1,425	2,114	980 00	206 00
125	Hillsburg	68 00	50 00	278 00	278 00	112	1,566	1,350	216 23	96 86
126	Hillsdale	121 75	107 08	228 88	228 88	100	500	1,363	412 00	114 00
127	Holstein	40 00	40 88	240 88	240 88	141	660	1,363	113 93	26 58
128	Honeywood	15 00	24 64	102 09	101 68	102	244	552	1,960 00	44 48
129	Hunksville	100 00	77 50	474 98	474 98	124	2,816	7,312	75 00	102 83
130	In-ernan	7 75	33 75	33 26	33 26	109	167	17	200 30	262 07
131	Inwood	116 23	92 70	208 93	196 02	150	265	1,600	1,950 00	160 00
132	Islington	35 00	7 82	123 12	120 56	129	1,496	2,338	31	219 00
133	Jarvis	85 00	43 27	237 72	231 13	102	3,010	3,031	199 00	30 00
134	Jasper	43 00	166 00	209 00	283 00	122	409	308	616 46	179 46
135	Kearney	10 00	202 05	10 00	10 00	47	306	791	180 89	170 82
136	Kemble	18 50	161 74	380 55	362 49	120	915	1,483	1,177 67	65 00
137	Keswick	26 00	187 74	187 74	187 74	115	266	148	3,725 00	500 00
138	Kinburn	39 75	111 85	311 60	310 65	120	1,722	1,779	916 01	107 03
139	Kincardine	93 22	227 64	678 21	677 37	188	4,467	11,034	6,350 95	193 45
140	King	19 50	100 16	119 66	113 21	112	1,656	792	1,227 88	101 00
141	Kingston	332 50	148 82	965 32	964 37	350	6,931	19,292	475 00	157 42
142	Kingmont	35 00	124 86	369 86	356 99	101	1,391	2,991	1,410 82	100 00
143	Kinmore	14 75	7 35	47 10	27 16	20	683	1,295	790 00	7 10
144	Kirkfield	28 00	35 95	259 70	251 16	105	1,288	1,504	1,574 96	119 16
145	Lake Charles	25 00	5 16	134 06	134 06	100	2,043	1,504	306 00	123 56
146	Lefroy	59 50	105 00	199 50	144 69	119	307	1,437	1,800 00	32 21
147	Linwood	27 50	46 50	74 00	74 00	110	809	645	709 87	15 00
148	Lion's Head	25 00	27 26	59 76	59 76	107	1,202	907	204 21	168 95
149	Little Britain	50 00	113 33	367 63	367 63	129	1,964	1,743	837 32	10 50
150	Lerne Park	10 00	146 93	207 43	207 43	104	468	1,751	1,025 44	130 30
151	Lucan	16 35	32 21	115 76	115 76	74	2,338	2,188	1,800 00	217 00
152	Lynden	41 33	47 61	88 94	88 11	128	1,318	2,188	1,214 94	35 00
153	Mabeney	15 00	160 00	201 00	200 00	124	364	1,172	210 21	38 48
154	Madoc	70 50	69 01	334 81	331 43	141	1,222	1,907	588 90	189 46
155	Mallorytown	20 50	64 47	241 57	241 57	82	1,392	1,825	423 20	158 91
156	Manilla	21 50	22 50	238 40	235 95	129	2,332	1,989	236 02	200 00
157	Manitowaning	15 00	38 90	279 21	279 21	187	1,061	1,443	1,925 00	170 00
158	Manotick	32 70	225 31	81 50	81 50	110	1,802	2,702	1,210 00	35 00
159	Maple	12 75	48 65	126 50	110 29	104	623	1,116	210 00	200 00
160	Maitland	22 50	200 00	222 50	219 32	101	384	676	2,175 00	38 48
161	Markham	65 00	195 44	320 69	320 69	127	2,913	6,470	588 90	189 46
162	Markville	22 55	193 36	395 91	380 82	109	787	1,690	137 59	40 00
163	Matilda (Iroquois P.O.)	15 25	94 59	157 54	133 96	166	252	252	236 02	200 00
164	Maxwell and Feversham	35 15	136 31	341 46	305 66	114	710	2,741	1,925 00	170 00
165	Maxville	43 50	233 52	277 02	247 35	115	310	1,299	1,715 00	35 00
166	Meaford	84 25	167 18	464 63	464 63	128	2,698	3,050	217 00	35 00
167	Melancthon	7 35	35 07	202 42	172 79	100	1,099	1,101	1,925 00	170 00



TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (not Free) for the year ending 31st December, 1902.—(Continued.)

No.	Public Libraries.	Receipts.					Expenditure.			Number of members.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	£	¢	£					£	¢	£	¢
168	Melbourne	114 55	20 00	28 75	153 78	317 08	302 86	14 22	103	1,082	1,300	12	770 00	165 20	165 20		
169	Metcalfe	160 00	.....	35 50	262 69	262 69	262 69	.....	198	658	1,861	.....	489 45	245 60	245 60		
170	Middleville	160 00	.....	28 00	134 55	322 55	321 74	81	174	675	1,652	.....	311 05	182 54	182 54		
171	Midway	132 40	30 00	17 33	73	180 46	153 38	27 08	121	1,878	2,088	.....	1,037 77	164 22	164 22		
172	Millgrove	25 00	.....	11 50	17 50	54 00	32 13	21 81	100	475	2,104	3	269 49	13 66	13 66		
173	Milton	83 10	.....	42 50	104 76	230 36	219 37	10 99	122	3,974	4,702	3	4,000 00	.....	.....		
174	Minden	106 90	25 00	26 50	13 76	172 16	145 09	27 07	108	896	1,935	3	800 23	.....	.....		
175	Mississippi	160 00	.....	15 25	50 19	225 44	225 44	.....	102	1,020	1,587	.....	657 00	210 53	210 53		
176	Molesworth	160 00	5 00	13 50	67 50	246 00	199 46	46 54	135	595	1,710	.....	449 45	139 18	139 18		
177	Monkton	160 00	20 00	25 30	129 01	334 31	334 28	3 03	116	1,329	2,029	.....	987 44	149 50	149 50		
178	Mono Road	.....	.....	40 00	.....	40 00	38 50	1 50	80	1,885	2,658	.....	1,225 00	200 00	200 00		
179	Moose Creek	.....	.....	22 00	200 00	222 00	222 00	.....	105	382	560	.....	1,275 00	66 25	66 25		
180	Morrisburg	95 20	75 00	155 50	73 05	398 75	398 75	.....	142	2,482	4,142	26	734 67	.....	.....		
181	Morrison	55 90	.....	43 90	8 62	108 42	98 89	9 53	105	1,263	1,910	8	635 08	115 19	115 19		
182	Mount Albert	41 70	.....	22 55	31 32	95 57	95 57	.....	107	868	1,841	.....	2,982 60	196 77	196 77		
183	Mount Brydges	159 70	.....	14 00	280 61	454 31	454 31	.....	299	719	2,727	.....	1,363 00	2 96	2 96		
184	Mount Forest	114 80	50 00	75 65	31 21	321 16	315 53	5 63	198	2,941	3,628	16	1,355 61	76 78	76 78		
185	Munster	36 70	.....	6 00	6 12	48 82	48 82	.....	76	258	535	.....	1,355 61	76 78	76 78		
186	Nanicoke	159 50	.....	14 25	111 38	285 13	271 58	13 55	144	1,939	1,938	38	5,115 00	200 03	200 03		
187	Napanee	.....	200 00	215 75	82 52	698 27	582 87	115 40	200	4,246	11,789	.....	1,670 00	150 00	150 00		
188	Newboro'	.....	.....	29 75	200 03	229 78	214 83	14 95	101	315	885	.....	2,362 60	77 00	77 00		
189	Newburgh	115 75	25 00	40 82	75 93	257 50	249 07	8 43	112	1,975	1,513	21	1,864 62	157 57	157 57		
190	Newbury	115 30	.....	25 40	101 22	241 92	241 92	.....	103	520	894	.....	415 15	.....	.....		
191	New Durham	.....	.....	71 25	206 92	278 17	278 17	.....	149	2,605	4,700	.....	1,902 88	190 01	190 01		
192	New Hamburg	191 70	50 00	76 76	346 22	346 22	335 31	10 91	257	2,259	7,042	28	5,100 00	1 33	1 33		
193	New Dundee	160 00	25 00	15 25	21 82	222 07	212 94	9 13	94	722	1,258	.....	6,900 00	240 00	240 00		
194	Newmarket	98 25	50 00	42 50	442 15	632 90	632 90	.....	115	314	24	.....	990 00	.....	.....		
195	Niagara	99 15	.....	146 51	56 92	302 58	302 58	.....	106	5,754	8,704	27	2,835 00	34 40	34 40		
196	Niagara Falls	200 00	500 00	95 75	25 99	821 74	764 70	57 04	383	5,602	9,567	26	2,835 00	34 40	34 40		
197	Norland	.....	.....	29 00	211 00	240 00	240 00	.....	115	314	24	.....	990 00	.....	.....		
198	North Gower	75 70	.....	46 75	36 96	159 41	155 41	4 00	130	1,796	2,887	.....	1,090 00	.....	.....		
199	Northwich	187 00	50 00	106 00	108 87	451 87	451 87	.....	127	1,643	3,601	21	1,939 35	203 33	203 33		
200	Norwood	181 60	25 00	85 70	187 48	479 78	465 97	23 81	199	2,694	4,884	16	2,835 00	34 40	34 40		
201	Oakville	31 50	95 00	31 75	65 00	283 25	283 25	.....	134	3,425	2,873	.....	2,835 00	34 40	34 40		

202	Oakwood.....	97 75	50 00	27 25	244 15	419 15	419 15	419 15	1,425	2,257	261	922 41	104 06
203	Odessa.....	105 75	100 00	36 95	169 52	312 22	312 22	312 22	1,425	2,251	25	626 18	97 07
204	Omemee.....	40 00	100 00	55 00	174 71	369 71	369 71	369 71	1,425	2,251	13	935 24	107 04
205	Ophir.....	40 60	231 00	49 20	1 10	90 90	90 90	90 90	1,425	2,251	20	177 00	240 00
206	Orillia.....	156 40	231 00	247 00	19 64	634 04	634 04	634 04	1,425	2,251	20	4,093 00	116 00
207	Orono.....	62 05	146 00	32 20	73 29	167 54	167 54	167 54	1,425	2,251	21	5,000 00	49 22
208	Owen Sound.....	146 00	163 00	18 00	15 55	96 55	96 55	96 55	1,425	2,251	21	1,012 23	45 72
209	Oxford Mills.....	17 00	126 00	20 80	27 52	80 32	80 32	80 32	1,425	2,251	39	387 80	11 517 51
210	Pakenham.....	126 00	150 00	184 00	56 76	516 76	516 76	516 76	1,425	2,251	64	250 00	179 00
211	Paris.....	119 75	100 00	28 20	4 30	32 50	32 50	32 50	1,425	2,251	13	2,100 00	101 60
212	Pelée Island.....	200 00	100 00	110 25	76 03	406 03	406 03	406 03	1,425	2,251	84	11,528 33	238 47
213	Perth.....	53 20	40 00	454 65	468 29	1,040 92	1,040 92	1,040 92	1,425	2,251	17	1,225 00	25 00
214	Peterborough.....	222 25	258 32	222 25	258 32	480 57	480 57	480 57	1,425	2,251	5	925 01	175 29
215	Petrolia.....	38 25	69 11	38 25	42 64	248 39	248 39	248 39	1,425	2,251	17	1,385 13	578 56
216	Pickering.....	160 00	20 00	32 05	45 14	130 99	130 99	130 99	1,425	2,251	17	1,385 13	578 56
217	Plunkerton.....	42 60	50 00	14 80	75 13	299 93	299 93	299 93	1,425	2,251	17	1,385 13	578 56
218	Plattsville.....	160 00	50 00	20 00	200 00	200 00	200 00	200 00	1,425	2,251	23	2,670 56	238 43
219	Point Edward.....	200 00	430 00	103 00	98 25	831 25	831 25	831 25	1,425	2,251	17	1,519 19	50 00
220	Poland.....	200 00	430 00	48 25	38 86	237 51	237 51	237 51	1,425	2,251	17	1,519 19	50 00
221	Port Arthur.....	150 40	20 00	72 82	10 38	273 80	273 80	273 80	1,425	2,251	17	1,519 19	50 00
222	Port Burwell.....	65 40	20 00	72 82	10 38	273 80	273 80	273 80	1,425	2,251	17	1,519 19	50 00
223	Port Credit.....	193 60	20 00	29 75	2 04	174 01	174 01	174 01	1,425	2,251	17	1,519 19	50 00
224	Port Dover.....	122 22	20 00	29 75	2 04	174 01	174 01	174 01	1,425	2,251	17	1,519 19	50 00
225	Port Elgin.....	146 00	105 00	309 75	399 30	855 05	855 05	855 05	1,425	2,251	17	1,519 19	50 00
226	Port Hope.....	128 00	105 00	162 15	141 82	536 97	536 97	536 97	1,425	2,251	17	1,519 19	50 00
227	Port Perry.....	73 20	160 00	48 47	51 65	260 15	260 15	260 15	1,425	2,251	17	1,519 19	50 00
228	Port Stanley.....	160 00	160 00	45 02	32 90	297 92	297 92	297 92	1,425	2,251	17	1,519 19	50 00
229	Powassan.....	160 00	160 00	19 25	1 47	69 82	69 82	69 82	1,425	2,251	17	1,519 19	50 00
230	Princeton.....	49 10	200 00	190 25	577 54	1,217 79	1,217 79	1,217 79	1,425	2,251	17	1,519 19	50 00
231	Queensville.....	88 15	60 00	41 50	16 14	145 79	145 79	145 79	1,425	2,251	17	1,519 19	50 00
232	Rat Portage.....	161 10	60 00	125 50	267 48	614 08	614 08	614 08	1,425	2,251	17	1,519 19	50 00
233	Richmond.....	93 20	45 00	36 75	345 61	520 56	520 56	520 56	1,425	2,251	17	1,519 19	50 00
234	Ridgeway.....	104 10	15 00	7 00	3 90	130 00	130 00	130 00	1,425	2,251	17	1,519 19	50 00
235	Ripley.....	100 25	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
236	Riversdale.....	120 80	40 00	44 80	17 63	209 33	209 33	209 33	1,425	2,251	17	1,519 19	50 00
237	Rockwood.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
238	Rodney.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
239	Romey.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
240	Rosemont.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
241	Rosseau.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
242	Russell.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
243	Saltfleet (Stoney Creek P.O.).....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
244	Scarboro.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
245	Schreiber.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
246	Scotland.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
247	Severn Bridge.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
248	Shakespeare.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
249	Shallow Lake.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
250	Shedden.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00
251	Smithville.....	150 00	15 00	25 23	7 95	209 18	209 18	209 18	1,425	2,251	17	1,519 19	50 00

TABLE A. — Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (not Free) for the year ending 31st December, 1902. — *Continued.*

No.	Public Libraries.	Receipts.					Total receipts.	Expenditure.	Balance on hand.	Number of members.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.		Balances and other sources.								Assets.	Liabilities.		
				£	c											£	c
252	Southamp'on.....	94 65	40 00	52 01	99 38	286 04	162 09	123 95	198	4,320	2,872	.....	.....	3,272 41	.....	.....	
253	South River.....	96 40	5 00	46 15	93 60	241 15	203 29	37 86	103	970	1,921	.....	.....	1,175 42	.....	.....	
254	Sparta.....	63 60	.....	42 90	107 27	213 77	193 20	20 57	114	2,308	2,747	.....	.....	1,779 98	.....	.....	
255	Spencerville.....	41 60	.....	11 90	37 69	91 19	91 19	.....	115	528	1,012	.....	.....	300 00	.....	74 72	
256	Strathroy.....	200 00	75 00	163 00	537 17	975 17	810 39	164 78	280	5,855	19,321	25	25	5,425 00	.....	65 00	
257	St. George.....	132 70	50 00	24 65	185 09	392 44	380 50	11 94	106	5,062	2,833	.....	.....	5,314 06	.....	.....	
258	St. Helen's.....	100 00	35 00	22 25	67 54	224 79	207 30	17 49	105	1,616	1,442	23	23	1,366 88	.....	119 04	
259	Sunderland.....	138 60	55 00	14 00	128 60	336 20	242 81	93 39	111	1,716	1,196	22	22	1,274 00	.....	.....	
260	Sunnidale.....	132 50	.....	11 28	2 51	146 29	143 57	2 72	108	770	831	.....	.....	467 04	.....	110 60	
261	Tavistock.....	195 15	.....	83 25	200 61	479 01	373 04	105 97	111	3,147	3,646	21	21	1,685 94	.....	.....	
262	Tee water.....	131 55	50 00	74 89	145 29	401 73	313 41	88 32	161	3,648	2,677	24	24	2,225 00	.....	.....	
263	Thamesford.....	75 10	25 00	63 62	72 64	236 36	202 65	38 71	129	1,755	2,620	16	16	1,293 28	.....	.....	
264	Thamesville.....	173 40	150 00	114 00	386 46	823 86	791 53	32 33	124	3,502	4,197	22	22	3,022 25	.....	297 98	
265	Thedford.....	134 10	.....	51 80	27 76	213 66	195 20	18 46	105	1,962	4,633	.....	.....	1,065 00	.....	.....	
266	Thornbury.....	40 00	25 00	14 75	58 52	138 27	86 90	51 37	131	1,061	2,237	.....	.....	380 00	.....	.....	
267	Thornlie.....	35 30	.....	40 45	103 54	239 29	239 29	.....	168	662	2,266	.....	.....	408 43	.....	96 62	
268	Thorntoe.....	.....	40 00	44 25	203 20	287 45	250 79	36 66	205	427	1,443	.....	.....	287 45	.....	203 20	
269	Tilbury.....	166 25	60 00	61 35	248 39	535 99	535 99	.....	110	1,984	2,762	22	22	1,436 78	.....	235 09	
270	Tiltonburg.....	154 25	100 00	115 00	143 64	512 89	505 20	7 69	125	2,641	6,021	20	20	1,900 00	.....	100 00	
271	Tiverton.....	95 45	15 00	26 00	49 08	185 53	182 85	2 68	101	1,884	1,673	.....	.....	1,320 00	.....	99 23	
272	Toronto Junction.....	164 60	300 00	135 00	90 81	690 41	655 10	35 31	172	3,338	5,873	34	34	2,650 00	.....	.....	
273	Trout Creek.....	160 00	.....	19 35	64 76	244 11	244 11	.....	200	1,159	912	.....	.....	974 90	.....	181 33	
274	Underwood.....	98 30	30 00	27 75	34 55	190 60	145 90	44 70	138	2,500	2,792	.....	.....	1,098 00	.....	.....	
275	Unionville.....	79 10	.....	26 14	33 30	138 54	120 09	18 45	103	540	1,968	.....	.....	358 00	.....	.....	
276	Vandorf.....	64 30	.....	47 50	87 18	198 98	180 48	18 50	103	2,215	3,924	2	2	1,690 00	.....	43 36	
277	Vankleek Hill.....	147 40	.....	90 75	65 89	304 04	302 52	1 52	132	1,215	975	.....	.....	821 51	.....	.....	
278	Vars.....	127 20	.....	52 75	222 51	382 46	340 49	41 97	151	990	1,938	.....	.....	739 58	.....	.....	
279	Victoria.....	80 00	.....	25 50	28 27	133 77	130 24	3 53	102	2,354	1,713	7	7	1,669 00	.....	.....	
280	Victoria Mines.....	.....	.....	100 00	29 39	129 39	101 85	27 54	105	138	33	.....	.....	95 94	.....	27 70	
281	Vienna.....	.....	.....	26 25	173 75	200 00	200 20	.....	105	463	.....	.....	.....	620 00	.....	200 00	
282	Violet Hill.....	59 25	.....	3 30	9 50	71 85	69 10	2 75	33	816	300	.....	.....	620 00	.....	.....	
283	Wales.....	160 00	.....	58 50	9 80	2 30	228 30	.....	111	1,018	2,799	.....	.....	630 08	.....	218 90	
284	Walkerton.....	183 60	20 00	118 25	40 86	362 70	348 61	14 09	146	2,909	5,053	20	20	1,920 69	.....	94 15	
285	Walton.....	100 00	20 00	25 00	64 47	269 47	250 74	18 73	122	923	3,136	.....	.....	413 40	.....	185 92	



286	Wardville	33 70	30 00	10 25	74 65	148 60	141 36	7 24	111	1,402	1,414	.....	950 70	59 74
287	Warkworth	81 40	35 00	50 10	110 23	276 73	263 69	13 04	102	1,075	862	.....	688 25	147 88
288	Waterdown	71 30	25 00	32 00	52 80	181 10	178 61	2 49	156	2,094	2,984	.....	902 50	102 15
289	Watson's Corners	.....	.....	22 00	182 50	204 50	204 50	.....	116	323	268	.....	300 39	200 00
290	Webbwood	.....	.....	29 00	200 00	229 00	223 00	6 00	110	471	229	.....	600 00	200 06
291	Welland	154 10	100 00	76 00	85 29	415 39	351 07	64 32	214	3,809	6,041	35	4,346 01	.....
292	Wellesley	186 70	.....	31 40	106 96	295 06	283 16	11 90	134	1,247	2,816	.....	830 22	50 00
293	West Lorne	69 50	15 00	20 00	36 94	141 44	134 08	7 36	276	1,091	1,697	25	838 44	143 24
294	Westport	.....	.....	42 50	200 00	242 50	209 15	33 85	141	269	100	.....	238 35	200 00
295	Weston	124 95	50 00	62 00	110 98	347 93	347 01	92	126	3,262	4,238	28	2,450 00	111 25
296	Wheatley	84 25	75 00	36 95	71 25	267 45	264 07	3 38	105	1,610	2,920	14	1,125 00	55 10
297	Whitby	100 15	75 00	66 35	170 07	411 57	403 90	7 67	102	3,157	6,410	.....	2,060 00	154 58
298	White Lake	41 85	.....	.....	25 72	67 57	63 18	4 39	116	669	783	.....	271 11	.....
299	Williamstown	65 20	35 00	90 25	10 86	201 31	198 17	3 14	160	1,322	1,522	.....	1,289 82	40 00
300	Wolfe Island	.....	.....	82 50	200 00	252 50	222 18	60 32	102	347	638	.....	200 00	282 32
301	Woodbridge	75 20	.....	23 00	145 11	243 31	166 59	76 42	106	1,801	1,662	15	1,600 00	.....
302	Woodstock	200 00	125 00	419 57	76 83	821 80	791 52	30 28	297	5,733	11,999	33	3,800 00	194 71
303	Woodville	35 50	75 00	36 00	30 56	237 06	237 06	.....	109	2,284	1,789	25	1,512 00	.....
304	Yorker	.....	.....	97 50	202 83	300 33	282 72	17 61	140	523	2,244	15	241 33	217 33
305	York	83 45	15 00	24 50	49 62	172 57	172 57	.....	174	851	2,430	.....	529 48	44 82
306	Zephyr	132 90	.....	15 85	61 42	210 17	206 43	3 74	132	1,317	1,608	.....	857 91	151 81
Total		29,959 19	9,754 60	17,852 35	33,243 41	90,809 55	85,150 23	5,659 32	40,875	535,528	855,669	2,375	426,103 88	28,458 73

## II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the Annual Reports for the year ending 31st December, 1902, (for details see table B).

## 1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms .....	92
Free Libraries, without reading rooms .....	48
Total ... ..	140

## 2. Free Libraries, Receipts and Balances on Hand.

The total receipts of 140 Free Libraries was .....	\$155,505 74
Balances on hand .....	12,416 65

## 3. Free Libraries, Expenditure.

The total expenditure of 140 Free Libraries was .....	\$143,089 09
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## 4. Free Libraries, Assets and Liabilities.

Assets of 140 Free Libraries .....	\$725,773 16
Liabilities of 140 Free Libraries .....	116,469 82

## 5. Number of Readers in Free Libraries.

140 Free Libraries report having had 131,917 readers.

## 6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 140 Free Libraries .....	604,864
Number of volumes issued in 140 Free Libraries .....	1,882,921

## 7. Reading Rooms in Free Libraries.

92 Free Libraries reported having reading rooms.

2 Free Libraries reported having periodicals for circulation.

94 Free Libraries subscribed for 3,669 newspapers and periodicals.

No.	Free Libraries.
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
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86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

[illegible]



TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1902.—Continued.

No.	Free Libraries.	Receipts.					Total receipts.	Expenditure.		Balance on hand.	Number of readers.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.			Expenditure.								
					£	c.			£							
35	Creemore	73 30	25 00	3 50	4 75	98 41	106 55	8 14	127	1,170	1,568	1,568	60	560 00	40 00	
36	Deseronto	200 00	600 00	.....	544 16	1,324 30	1,344 16	19 86	937	3,767	36,150	3,767	21	3,408 55	.....	
37	Delhi	80 00	225 00	.....	97 76	373 60	402 76	29 16	191	1,615	3,647	3,647	15	1,180 33	.....	
38	Don	68 80	25 00	.....	115 62	115 62	115 62	.....	43	1,077	712	712	.....	711 97	.....	
39	Drayton	297 90	150 00	.....	178 25	626 15	626 15	53	273	3,373	3,058	3,058	.....	2,200 00	77 71	
40	Dutton	156 00	50 00	34 94	240 94	240 41	240 94	.....	198	1,706	2,343	2,343	.....	1,320 40	191 29	
41	Erin	68 90	35 00	.....	13 09	116 99	116 99	5 34	249	1,908	3,271	3,271	.....	1,348 33	.....	
42	Exeter	149 40	179 31	38 60	38 56	373 84	405 87	32 03	483	4,291	9,655	9,655	22	2,439 00	.....	
43	Fordwich	35 00	15 00	12 65	202 81	265 46	265 46	.....	125	1,808	1,353	1,353	.....	1,159 65	186 90	
44	Forest	179 45	200 00	.....	203 86	583 31	583 31	32 56	502	3,710	7,442	7,442	19	3,107 56	150 00	
45	Galt	200 00	1,430 00	53 49	85 39	1,655 96	1,715 39	59 43	1,800	5,347	34,102	34,102	42	7,000 00	.....	
46	Garden Island	167 80	100 00	.....	354 63	675 42	675 42	.....	130	5,621	1,640	1,640	32	3,943 41	.....	
47	Georgetown	177 90	200 00	.....	113 40	491 30	491 30	49 85	290	2,702	7,778	7,778	28	2,240 00	.....	
48	Glencoe	149 32	54 00	.....	73 42	276 74	276 74	.....	269	2,313	3,885	3,885	33	1,010 00	.....	
49	Goderich	120 00	315 00	61 50	236 84	556 60	733 34	176 74	600	4,205	11,767	11,767	.....	1,600 00	.....	
50	Gore Bay	.....	100 00	8 40	143 16	251 56	251 56	.....	245	1,709	18,777	18,777	.....	1,200 00	108 35	
51	Grand Valley	154 45	70 00	.....	157 78	382 23	382 23	.....	185	2,392	3,111	3,111	14	1,531 64	126 23	
52	Grantham (St. Catharines P. O.)	160 00	75 00	.....	121 21	356 21	356 21	23 88	150	1,950	2,177	2,177	.....	1,335 25	81 00	
53	Gravenhurst	34 00	100 00	.....	202 28	336 28	336 28	.....	563	2,915	6,326	6,326	.....	1,272 07	226 81	
54	Grimby	164 80	315 00	1 00	18 40	498 70	498 70	10 82	700	4,269	15,414	15,414	23	3,200 00	.....	
55	Guelph	200 00	1,450 00	.....	114 34	1,764 34	1,764 34	.....	1,202	11,090	57,170	57,170	48	11,200 00	.....	
56	Hagersville	161 60	100 00	25 65	32 41	319 66	319 66	6 16	536	2,043	5,962	5,962	19	1,507 39	161 37	
57	Hamilton	200 00	13,250 00	429 35	2,180 93	16,060 28	16,060 28	.....	13,200	23,848	107,407	107,407	192	68,664 47	28,166 16	
58	Harriston	131 00	296 25	7 20	54 72	489 17	489 17	11 23	607	4,138	5,614	5,614	30	2,450 00	.....	
59	Hespeler	191 75	200 00	1 00	150 75	543 50	543 50	99 25	472	3,317	10,201	10,201	24	2,650 00	.....	
60	Holyrood	76 25	30 00	.....	123 97	230 22	230 22	20 17	100	2,085	4,328	4,328	.....	1,870 68	103 95	
61	Ingersoll	165 50	530 00	.....	52 08	747 58	747 58	60	1,050	4,114	20,193	20,193	25	2,100 00	12 23	
62	Iroquois	120 30	150 00	.....	123 10	393 40	393 40	3 71	193	1,834	5,670	5,670	21	1,939 61	175 00	
63	Kemptville	192 10	190 00	.....	138 91	581 01	581 01	54 88	359	1,363	8,105	8,105	16	1,065 48	201 01	
64	Kingsville	138 80	300 00	.....	162 06	600 86	600 86	164 14	261	1,532	4,510	4,510	24	1,374 14	50 00	
65	Lakefield	70 00	100 00	1 00	28 21	199 21	199 21	10 39	1,601	1,152	2,251	2,251	18	1,625 00	.....	
66	Lanark	178 90	94 00	.....	42 54	303 81	303 81	11 63	295	1,611	4,481	4,481	16	1,163 08	69 73	
67	Lancaster	160 00	40 00	3 75	2,653 65	1,034 83	1,822 57	.....	246	3,189	3,073	3,073	3	2,225 00	.....	

68	Leamington	144 80	100 00	.....	153 05	397 85	383 15	14 70	285	2,158	3,608	1,440 00	24
69	Lindsay	200 00	844 19	.....	118 74	1,162 93	919 32	243 61	1,401	3,860	18,156	51	129 25
70	Listowel	139 00	100 00	34 88	200 72	534 10	532 36	1 75	450	3,049	8,121	20	200 00
71	Little Current	68 00	57 00	.....	.....	125 00	.....	.....	275	1,426	3,133	185	.....
72	London	200 00	8,703 14	.....	2,751 76	11,654 30	11,255 24	301 66	2,000	16,572	70,133	42,000 00	22,917 18
73	Lucknow	160 00	100 00	48 45	18 25	326 70	324 72	1 98	316	3,130	4,440	.....	.....
74	Markdale	194 20	135 80	2 50	29 89	862 39	349 53	12 86	180	2,724	3,442	20	2,671 36
75	Marbank	.....	.....	.....	248 45	248 45	239 78	8 67	168	569	779	12	394 00
76	Merrickville	150 70	125 00	11 45	312 48	589 63	567 49	32 14	299	2,712	4,643	.....	272 29
77	Merriton	120 90	100 00	.....	39 61	260 51	232 95	27 56	460	1,862	3,922	.....	1,183 22
78	Midland	168 60	250 00	.....	60 38	478 98	467 29	11 69	585	2,474	14,386	25	900 00
79	Millbrook	155 25	125 00	.....	135 72	415 97	337 84	78 13	908	1,956	7,108	300 00	198 25
80	Milton	160 00	50 00	8 05	268 02	486 07	417 90	68 17	201	2,030	3,260	29	1,350 00
81	Mitchell	127 20	335 00	14 35	21 06	497 61	425 66	71 95	221	3,925	8,379	.....	1,539 22
82	Nairn Centre	37 25	.....	.....	108 05	145 30	133 30	12 00	300	597	779	22	4,833 69
83	Napanee Mills	125 30	.....	.....	115 54	240 84	240 84	.....	130	1,315	1,554	.....	272 65
84	Newington	165 80	.....	2 45	200 47	358 72	352 38	6 34	115	508	364	.....	705 00
85	Niagara Falls South	70 00	90 00	6 50	11 14	177 64	161 90	15 74	287	2,831	3,863	13	1,647 93
86	North Bay	96 10	125 00	.....	14 10	235 20	211 48	23 72	220	1,966	4,010	.....	17 25
87	Oil Springs	98 50	132 61	.....	39 19	270 30	270 30	.....	223	1,859	3,630	.....	.....
88	Orangeville	159 20	324 00	30 55	81 07	637 62	566 17	61 45	491	3,510	7,694	29	3,425 00
89	Oshawa	162 00	558 38	.....	575 34	1,292 74	1,149 87	142 85	815	3,504	13,617	46	2,010 00
90	Otterville	97 50	25 10	.....	297 19	359 79	338 27	21 52	220	866	2,703	.....	641 97
91	Paisley	95 70	212 00	20 80	42 42	970 92	355 72	15 20	900	4,200	6,157	23	2,650 00
92	Palmerston	164 40	80 00	35 65	97 83	367 88	367 72	15 16	291	2,021	7,576	29	1,701 64
93	Parkhill	106 70	50 00	.....	34 45	191 15	171 63	19 52	389	2,093	3,911	.....	1,248 42
94	Park Sound	186 75	250 00	.....	31 80	468 55	468 55	.....	350	1,817	13,400	20	1,375 00
95	Pembroke	198 15	594 09	.....	90 53	882 77	853 63	29 14	549	1,937	7,937	24	1,050 00
96	Penetanguishene	172 55	390 77	.....	.....	563 32	563 32	.....	368	4,884	8,937	9	2,679 00
97	Pictou	164 80	568 22	2 00	164 78	899 80	899 80	.....	1,072	2,718	13,678	22	1,600 00
98	Port Carling	78 50	64 85	8 95	108 99	261 29	253 86	7 43	135	1,521	1,140	12	1,556 00
99	Port Colborne	143 00	70 00	21 68	79 62	314 80	289 41	25 39	235	2,018	1,373	.....	1,638 61
100	Port Rowan	147 50	60 00	.....	268 29	475 79	466 06	9 73	333	2,174	3,946	.....	2,283 81
101	Prescott	200 00	250 00	.....	109 23	559 23	554 37	4 86	813	4,732	11,486	21	5,350 00
102	Preston	139 80	250 00	.....	125 38	515 18	409 68	105 50	289	6,085	6,198	29	6,440 00
103	Kenfrew	126 50	500 00	.....	7 37	434 17	370 39	63 78	295	3,653	9,025	14	3,385 67
104	Richmond Hill	123 50	80 00	3 50	58 99	265 99	244 16	21 83	180	2,966	3,429	28	1,950 00
105	Ridgeway	81 40	30 00	.....	68 98	180 38	161 91	28 47	136	1,172	2,787	.....	864 86
106	Sarnia	200 00	1,344 82	.....	6,253 19	7,798 01	4,022 46	3,775 55	851	3,735	23,877	43	9,840 95
107	Sault Ste. Marie	200 00	171 95	118 25	93 22	583 42	564 57	18 85	671	2,272	10,098	15	2,900 00
108	Seaford	162 30	325 48	11 70	140 63	640 11	581 72	58 39	392	4,798	11,846	16	4,458 39
109	Shelburne	188 40	75 00	8 10	22 06	293 56	293 56	.....	212	2,518	5,000	21	2,042 27
110	Simcoe	200 00	477 72	.....	552 39	1,230 11	902 81	327 30	589	5,117	12,342	50	7,127 30
111	Smith's Falls	198 60	460 00	5 00	339 80	992 90	968 31	24 59	682	4,671	14,107	26	2,285 00
112	Springfield	183 80	50 00	11 75	22 21	267 76	222 80	44 96	136	1,777	959	.....	1,475 04
113	Strungdale	126 40	85 00	13 10	85	225 35	224 62	73	110	878	927	.....	495 00
114	Stuyvesant	39 00	77 00	4 00	20 33	140 33	127 70	12 63	234	1,569	3,899	.....	1,065 75
115	Stouffville	126 35	165 00	.....	154 39	445 74	412 84	32 90	274	3,910	7,122	29	4,233 00
116	Stratford	200 00	800 00	9 00	555 61	1,564 61	1,366 63	197 98	500	6,616	39,904	44	5,197 98
117	Streetville	131 60	100 00	17 98	178 15	427 73	413 39	14 34	175	2,621	3,408	20	3,100 00

TABLE B.—Receipts, Expenditure, Assets and Liabilities etc., of Public Libraries (Free) for the year ending 31st December, 1902.—*Continued.*

No.	Free Libraries.	Receipts					Expenditure.	Balance on hand.	Number of readers.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.	
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.							£.	s.	£.	s.
118	St. Catharines.....	200 00	2,000 00	8 00	252 39	2,460 39	2,206 43	253 96	1,993	8,258	39,885	45	7,582	84	300	00
119	St. Mary's.....	160 25	250 00	...	410 89	821 14	761 39	59 75	650	4,463	13,263	22	2,659	00	300	00
120	St. Thomas.....	200 00	900 00	...	527 50	1,627 50	1,438 31	134 19	1,377	7,717	21,638	48	5,150	00	...	...
121	Sundridge.....	77 90	113 60	...	...	191 50	191 50	...	119	1,024	1,340	16	657	00	149	19
122	Tamworth.....	...	60 00	...	93 60	153 60	113 78	39 82	100	1,835	3,430	...	589	77	...	...
123	Tara.....	67 50	85 00	19 55	40 26	212 31	211 35	96	172	1,958	2,230	16	1,495	21	215	00
124	Theasalon.....	160 00	200 00	...	16 20	376 20	370 93	5 27	146	1,985	2,001	17	1,485	21	106	14
125	Thornhill.....	19 20	40 00	...	106 81	166 01	166 01	...	176	813	1,001	10	547	77	106	14
126	Thorold.....	194 00	325 00	...	74 12	593 12	513 72	79 40	914	5,130	9,840	20	5,280	00	82	17
127	Toronto.....	78 90	33,112 00	...	2,165 94	35,477 94	35,404	14 70	55,404	128,557	529,789	791	257,273	37	51,996	65
128	Tottenham.....	...	...	...	121 74	200 64	200 64	...	121	2,492	2,063	...	1,310	95	37	44
129	Trenton.....	160 00	250 00	30 00	5 00	445 00	438 21	6 79	580	2,474	9,550	75	1,832	56	161	79
130	Uxbridge.....	172 80	225 48	32 00	108 53	538 33	538 33	...	1,059	6,312	8,501	28	9,650	00	83	53
131	Wallaceburg.....	184 15	...	...	218 36	661 99	436 70	225 29	430	1,925	2,257	...	1,448	93	...	...
132	Waterford.....	63 05	29 29	19 92	4 91	117 17	117 17	...	163	1,403	2,257	...	925	00	175	00
133	Waterloo.....	189 10	350 00	...	71 30	610 80	586 05	24 75	540	7,244	9,497	35	5,957	02	...	...
134	Watford.....	172 55	150 00	50 23	8 45	381 23	377 44	3 79	207	2,619	4,626	18	1,610	00	200	00
135	Westford.....	83 00	15 00	...	9 39	107 39	91 20	16 19	138	1,346	690	...	1,126	11	...	...
136	Wheaton.....	200 00	150 00	20 10	400 95	771 05	740 24	30 81	407	3,390	4,777	21	2,577	52	254	73
137	Windsor.....	200 00	2,936 86	...	2,598 67	5,735 53	4,780 05	955 48	1,285	10,796	52,984	59	10,708	15	...	...
138	Wingham.....	180 10	325 00	76 78	37 16	619 04	594 23	24 81	401	3,495	9,760	52	2,340	00	...	...
139	Wroxeter.....	140 90	55 00	4 50	28 64	229 04	228 56	48	145	4,246	2,056	...	4,170	22	...	...
140	Wyoming.....	43 55	60 00	15 40	92 88	211 33	208 01	3 32	105	1,573	1,423	...	1,060	00	...	...
Total .....		19,890 77	93,604 27	1,637 79	40,312 91	155,505 74	143,089 09	12,416 65	131,917	604,864	1,882,921	3,669	725,773	16	116,469	82



# PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES.

## Libraries With Less Than 250 Volumes.

Bloomsburg, Harrowsmith, Honeywood, Inkerman, Victoria Mines.—5.

## Libraries With Over 250 and Less Than 500 Volumes.

Abingdon, Addison, Battersea, Bunyan, Burritt's Rapids, Caistorville, Crysler, Elphin, Forester's Falls, Freulton, Glamis, Haileybury, Havelock, Inwood, Jasper, Kearney, Keswick, Lefroy, Lorne Park, Maberly, Maitland, Matilda, Maxville, Millgrove, Moose Creek, Munster, Newboro', Norland, Ophir, Pelee Island, Poland, Severn Bridge, Thornton, Vienna, Watson's Corners, Webbwood, Westport, Wolfe Island.—38.

## Libraries With Over 500 and Less Than 1,000 Volumes.

Allan's Mills, Ancaster, Angus, Badjeros, Bayham, Beachville, Berwick, Brigden, Brucefield, Bruce Mines, Burnstown, Cambray, Canfield, Cobden, Dalhousie, Don, Dorchester, Dromore, Drumbo, Dryden, Dundalk, Elgin, Elmwood, Emsdale, Fenella, Finch, Gore's Landing, Haliburton, Hanover, Harrington, Hawkesville, Hepworth, Hillsdale, Holstein, Kemble, Kintore, Linwood, Maple, Marksville, Marlbank, Maxwell and Feversham, Metcalfe, Middleville, Minden, Molesworth, Mount Albert, Mount Brydges, Nairn Centre, Newbury, New Durham, New Dundee, Newington, Odessa, Otterville, Pakenham, Petrolea, Port Burwell, Port Dover, Powassan, Riversdale, Rosseau, Saltfleet, Smithville, South River, Spencerville, Sprucedale, Sunnidale, Thornhill, Thornloe, Unionville, Vankleek Hill, Vars, Violet Hill, Walton, White Lake, Yarker, York.—77.

## Libraries With Over 1,000 and Less Than 1,500 Volumes.

Admaston, Alma, Auburn, Avonmore, Beaverton, Belwood, Bervie, Blyth, Bracondale, Bridgeburg, Carp, Cheapside, Chesterville, Clarksburg, Colborne, Cold Springs, Cockstown, Copleston, Creemore, Douglas, Easton's Corners, Ethel, Fort Frances, Glen Allan, Harrow, Hensall, Highgate, Highland Creek, Hillsburg, Islington, Kemptville, Kinmount, Kirkfield, Lakefield, Lion's Head, Little Current, Lynden, Madoc, Malorytown, Manitowaning, Melancthon, Melbourne, Mississippi, Monkton, Morriston, Napanee Mills, Oakwood, Omemee, Orono, Oxford Mills, Pinkerton, Plattsville, Port Starley, Richmond, Ridgeway, Rockwood, Rodney, Rosemont, Scotland, Shallow Lake, Shedden, Stayner, Sundridge, Tamworth, Thornbury, Trout Creek, Wales, Wardsville, Warkworth, Waterford, Wellesley, Westford, West Lorne, Williamstown, Zephyr.—75.

## Libraries With Over 1,500 and Less Than 2,000 Volumes.

Acton, Algonquin, Alliston, Atwood, Bloomfield, Bothwell, Brooklin, Burford, Camden East, Cargill, Cayuga, Chapleau, Chesley, Claremont, Coldstream, Coldwater, Comber, Delhi, Dresden, Dungannon, Dutton, Elmvale, Erin, Fordwich, Gore Bay, Gorrie, Grantham, Iroquois, Kinburn, King, Kingsville, Lanark, Little Britain, Manotick, Merritt, Mildmay, Millbrook, Mono Road, Nanticoke, Newburgh, North Bay, North Gower, Norwich, Oil Springs, Parry Sound, Pembroke, Pickering, Port Carling, Port Credit, Port Perry, Princeton, Queensville, Ripley, Russell, Schreiber, Shakespeare, Springfield, St. Helen's, Sunderland, Tara, Thessalon, Thamesford, Thedford, Tilbury, Tiverton, Wallaceburg, Wheatley, Woodbridge, Wyoming.—69.

## Libraries With Over 2,000 and Less Than 2,500 Volumes.

Ailsa Craig, Arkona, Arnprior, Beamsville, Belfountain, Bobcaygeon, Bradford, Burk's Falls, Burlington, Cannington, Floradale, Glencoe, Glenmorris, Grand Valley,

Hagersville, Holyrood, Leamington, Lake Charles, Lucan, Manilla, Midland, Milverton, Morrisburgh, Newmarket, Niagara Falls S., Norwood, Palmerston, Parkhill, Port Arthur, Port Colborne, Port Rowan, Romney, Sault Ste. Marie, Sparta, Tottenham, Vandoni, Victoria, Waterdown, Woodville.—39.

Libraries With Over 2,500 and Less Than 3,000 Volumes.

Amherstburg, Arthur, Aurora, Baden, Beeton, Bolton, Bracebridge, Brighton, Brussels, Caledonia, Chatsworth, Cheltenham, Claude, Duart, Dundalk, Dunnville, Elmira, Ennotville, Essex, Fonthill, Fort Erie, Georgetown, Gravenhurst, Huntsville, Markdale, Markham, Meaford, Merrickville, Mount Forest, New Hamburg, Picton, Rat Portage, Richmond Hill, Shelburne, Streetsville, Tillsonburg, Underwood, Walkerton, Watford.—39.

Libraries With Over 3,000 and Less Than 3,500 Volumes.

Aberarder, Almonte, Alvinston, Ayr, Bowmanville, Caledon, Drayton, Gananoque, Hespeler, Jarvis, Lancaster, Listowel, Lucknow, Oakville, Port Elgin, Tavistock, Toronto Junction, Weston, Whitby, Wiarton, Wingham.—21.

Libraries With Over 3,500 and Less Than 4,000 Volumes.

Aylmer, Blenheim, Clifford, Cobourg, Cornwall, Deseronto, Durham, Fenelon Falls, Forest, Lindsay, Milton, Mitchell, Orangeville, Oshawa, Point Edward, Renfrew, Ridgetown, Sarnia, Stouffville, Teeswater, Thamesville, Welland.—22.

Libraries With Over 4,000 and Less Than 5,000 Volumes.

Barrie, Brampton, Belleville, Campbellford, Cardinal, Carleton Place, Clinton, Embro, Exeter, Fergus, Goderich, Grimsby, Harriston, Ingersoll, Kincardine, Napanee, Orillia, Owen Sound, Paisley, Penetanguishene, Perth, Port Hope, Prescott, Seaforth, Smith's Falls, Southampton, St. Mary's Wroxeter.—28.

Libraries With Over 5,000 and Less Than 6,000 Volumes.

Alton, Collingwood, Galt, Garden Island, Niagara, Niagara Falls, Scarboro', Simcoe, Strathroy, St. George, Thorold, Woodstock.—12.

Libraries With Over 6,000 and Less Than 8,000 Volumes.

Dundas, Kingston, Paris, Preston, Stratford, St. Thomas, Uxbridge, Waterloo.—8.

Libraries With Over 8,000 and Less Than 10,000 Volumes.

Berlin, Brockville, Elora, Peterboro', St. Catharines, St. Thomas.—6.

Libraries With Over 10,000 and Less Than 20,000 Volumes.

Brantford, Guelph, London, Windsor.—4.

Library With Over 20,000 and Less Than 30,000 Volumes.

Hamilton.—1.

Library With Over 100,000 Volumes.

Toronto.—1.

## III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables C to G show the number of Certificates awarded from the commencement of this branch of the Education Department—1882 to 1903.

TABLE C.—Certificates awarded in Primary Art Courses from 1882 to 1903.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teachers' certificates.	Total
1882	28	21	17	12	28		106
1883	84	89	58	47	76		354
1884	153	174	139	138	86	66	756
1885	214	529	301	168	198	122	1,532
1886	634	672	149	662	414	77	2,606
1887	643	1,204	428	444	122	103	2,944
1888	805	882	520	403	236	133	2,979
1889	1,002	961	394	470	494	187	3,508
1890	1,000	1,009	290	811	313	130	3,553
1891	1,085	1,569	292	746	422	164	4,278
1892	1,361	1,419	569	1,120	720	338	5,527
1893	1,769	1,277	439	876	392	220	4,973
1894	1,383	719	548	550	562	183	3,915
1895	1,813	1,429	658	1,311	991	341	6,543
1896	1,195	569	261	1,110	1,121	265	4,621
1897	716	500	212	704	516	114	2,762
1898	854	311	173	1,124	604	149	3,315
1899	1,062	465	168	1,128	1,170	160	4,153
1900	1,000	254	194	675	1,007	130	3,260
1901	1,366	87	59	695	431	29	2,577
1902	823	154	111	599	287	41	2,015
1903	1,036	248	91	774	526	38	2,713
Total	20,026	14,542	6,171	14,577	10,716	2,960	68,992

TABLE D.—Certificates awarded in Advanced Art Course from 1883 to 1903.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883	5	5	12	18				40
1884	16	5	12	12				45
1885	33	18	35	29			4	119
1886	35	24	19	48			3	129
1887	59	27	28	25	54		14	187
1888	22	17	39	44	20		9	151
1889	65	36	58	24	25		14	222
1890	62	30	76	43	22		15	248
1891	80	52	67	66	38		23	326
1892	24	32	53	72	37		13	231
1893	58	54	73	62	54		13	314
1894	31	44	58	79	68		24	304
1895	56	52	78	58	29		11	284
1896	60	74	103	113		29	17	396
1897	61	47	126	95		41	18	388
1898	67	73	169	187		44	18	558
1899	61	69	152	160		57	22	521
1900	80	55	82	119		31	17	384
1901	76	37	133	82		85	13	426
1902	35	34	74	70		67	10	290
1903	26	30	40	49		42	3	190
Total	1,012	815	1,487	1,455	327	396	261	5,753



TABLE E.—Certificates awarded in Industrial Art Course from 1885 to 1903.

Year.	Modelling in clay	Wood carving.	Wood engraving.	Lithography.	Painting on china.	Total.
1885	14					14
1886	11	7				18
1887	8	2				10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4		1	6	18
1891	5	2	1		7	15
1892	2	1		1	3	7
1893	5	2		1	3	11
1894	4	2		2	10	18
1895	5	3	2	6	18	34
1896	3	2		3	30	38
1897	5	3	1	4	17	30
1898	7	5		1	17	30
1899	9	14		2	17	42
1900	17	14		6	6	43
1901	9	12		2	8	31
1902	6	9		4	12	31
1903	5	11	1	2	5	24
Total	139	97	9	38	174	457

TABLE F.—Certificates awarded in Mechanical Drawing Course from 1883 to 1903.

Year.	Advanced geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883	2	3	1	2		3		11
1884	1	1	1	1		1		5
1885	12	32	4	25		12	4	89
1886	14	13	5	28		14	3	77
1887	6	5	12	18		6	2	49
1888	8	7	7	15		11	2	50
1889	13	23	11	20		12	3	82
1890	11	23	5	8		12	2	61
1891	3	31	8	31		28	2	103
1892	17	25	13	38		15	2	110
1893	14	33	10	47		35	10	149
1894	12	17	6	90		9	3	137
1895	5	22	9	31		12	3	82
1896	7	9	5		9	12	3	45
1897	16	13	4		6	15		54
1898	6	19	2		7	8		42
1899	25	20	5		7	18		75
1900	14	8	12		5	14		53
1901	21	18	2		14	15	1	71
1902	18	15	6		3	45		57
1903	23	10	8		7	17		65
Total	248	347	136	354	58	284	40	1,467

TABLE G.—Certificates awarded for Extra Subjects from 1885 to 1903.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Reposse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Total.
1885	..	..	..	..	..	9	7	..	..	..	..	..	..	..	..	..	..	..	16
1886	..	..	..	..	..	12	7	..	..	..	..	..	..	..	..	..	..	..	19
1887	..	..	..	7	32	25	9	..	..	..	..	..	..	..	..	..	..	..	50
1888	..	..	..	15	12	25	14	13	1	..	..	..	..	..	..	..	..	..	84
1889	..	..	..	12	8	16	21	3	2	..	2	..	2	..	..	..	..	..	62
1890	..	..	..	7	4	28	18	10	4	..	..	..	..	..	..	..	..	..	71
1891	..	..	..	4	5	29	26	3	6	..	..	..	..	..	..	..	..	..	73
1892	..	..	..	2	5	6	21	16	7	1	..	..	..	..	..	..	..	2	55
1893	11	..	2	5	9	35	21	7	4	..	..	..	..	..	..	..	..	..	94
1894	11	..	2	8	6	29	16	5	7	..	..	..	..	10	..	1	..	..	95
1895	26	..	6	14	4	39	24	10	1	..	..	..	..	17	..	5	..	..	147
1896	14	..	..	12	6	34	38	6	1	2	..	1	..	13	1	1	..	..	129
1897	19	11	1	17	6	38	42	7	3	3	..	3	..	22	3	4	..	..	179
1898	22	12	..	12	9	37	28	7	6	6	1	6	..	15	4	6	..	..	171
1899	19	14	..	17	2	10	22	8	1	4	..	3	..	31	13	5	..	..	149
1900	29	30	..	13	4	17	10	12	5	5	..	3	..	14	10	4	..	..	156
1901	25	17	..	9	1	11	18	14	4	4	..	4	..	13	16	6	..	..	142
1902	22	16	..	13	1	19	28	17	2	..	..	..	..	17	12	4	..	..	151
1903	28	12	..	22	7	13	15	8	4	4	..	..	..	13	16	6	..	..	148
Total..	226	112	11	189	90	454	380	137	52	28	3	20	4	165	75	42	1	2	1,991

TABLE H.—Certificates awarded to Art Schools, 1903.—Primary Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Hamilton Art School	88	29	7	5	32	21	94	3
Kingston "	13	4	3	..	5	4	16	..
St. Thomas "	38	1	..	1	3	3	8	..
Toronto "	33	18	6	..	18	15	63	5
Total	172	52	16	12	58	43	181	8

TABLE I.—Certificates awarded to Art Schools, 1903.—Advanced Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.	
Hamilton Art School	87	10	8	12	25	10	65	1
Kingston "	8	1	1	2	2	2	8	..
St. Thomas "	18	..	2	1	..	2	5	..
Toronto "	56	9	12	13	9	13	56	1
Total	169	20	23	28	36	27	134	2

TABLE J.—Certificates awarded to Art Schools, 1903.—Mechanical Course.

Name of School.	Number of students for examination.	Number of certificates.					
		Advanced geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.
Hamilton Art School .....	30	6	2	2	2	4	16
Kingston " .....	4	1	1	1	1	1	5
St. Thomas " .....	32	3	6	4	1	1	16
Toronto " .....	13	5	1	1	4	6	15
Total .....	79	14	9	7	7	10	47

TABLE K.—Certificates awarded to Art Schools, 1903.—Industrial Art Course.

Name of School.	Number of students for examination.	Number of certificates.					
		Modelling in clay.	Wood carving.	Photogravure.	Lithography	Painting on china.	Total proficiency certificates.
Hamilton Art School .....	7	1	3	1	2	1	6
Kingston " .....	13	3	5	1	1	1	11
St. Thomas " .....	6	1	4	1	1	1	6
Total .....	26	5	12	3	2	4	23

TABLE L.—Certificates awarded to Art Schools, 1903.—Extra Subjects.

Name of school.	Number of students for examination.	Number of certificates.									
		Painting from life.	Painting oil colors.	Painting water colors.	Monochrome.	Sepia.	Pastel.	Drawing from life.	Pen and Ink sketches.	Shading from antique	Total certificates.
Hamilton Art School .....	34	2	8	3	4	8	10	5	12	12	52
St. Thomas " .....	14	1	4	1	1	1	1	1	1	1	11
Toronto " .....	64	5	1	2	1	4	12	11	28	11	74
Total .....	112	7	9	9	4	8	4	22	16	28	137



TABLE M.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc., 1903.—Primary Course.

Name of school.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Freshman drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Total proficiency certificates.	
Alexandria High School .....	1							
Almonte " " .....	34	16			12	7	35	
Arthur " " .....	34	12			4	5	21	
Athens " " .....	95	43	45	9	27	23	147	10
" " Model School .....	18	13			4	4	21	
Aurora High School .....	42	30			22	14	66	
Belleville Albert College .....	13	5	2		6	8	21	
Brantford Public School .....	54	38			18	8	64	
Brockville Collegiate Institute .....	70	26	5	3	9	10	53	
Chatham Central School .....	58	32			22	8	82	
" " McKeough P.S. ....	71	21			18	8	47	
Clinton Collegiate Institute .....	33	10			10	7	27	
Cobourg " " .....	1					1	1	
Collingwood " " .....	66	12	15	6	12	19	64	
Deseronto High School .....	48	28	19		10	5	62	
Forest " " .....	21	4	1		5	4	14	
Guelph Public School .....	1			1	1	1	3	
Hamilton, Barton St. Pub. S. ....	58	20			17	7	44	
" " Cannon St. ....	71	21			33	11	65	
" " Caroline St. ....	82	22			20	8	50	
" " Central " .....	69	26			26	6	58	
" " Collegiate Institute .....	46	24			19	16	59	
" " Hess St. Pub. School .....	88	36			18	8	62	
" " Murray St. ....	18	16			13	7	36	
" " Picton St. ....	30	13			14	1	28	
" " Queen Victoria and Stinson St. Pub. S. ....	135	51	20	19	40	13	143	1
" " Ryerson Public School .....	103	36	22	19	33	23	133	12
" " Sophia St. ....	41	10			7	2	19	
" " Victoria School .....	60	17			12	7	36	
" " Westworth St. P.S. ....	39	18			15	6	39	
" " West Avenue P.S. ....	41	10			10	3	23	
Harriston High School .....	25	4			4	6	14	
Markham " " .....	63	18	6	2	7	9	42	1
Merrickville Public School .....	22	4			1	2	7	
Morrisburgh Collegiate Institute .....	34	10	5	3	19	6	43	1
Napanee " " .....	47				29	11	40	
Newmarket High School .....	19	16	3	2	6	5	32	
Oshawa " " .....	63	36			19	7	62	1
Owen Sound Collegiate Institute .....	109	50	17	3	23	29	122	1
Paisley Public School .....	43	20	17	1	6	3	47	
Picton High School .....	10		4	3	1	1	9	2
Port Dover High School .....	15	10	1	1	3	5	20	
Richmond Hill High School .....	37	14	3		4	2	23	
Ridgetown Collegiate Institute .....	1		1			1	2	
Seaforth " " .....	31	15	1	1	9	7	33	
Smith's Falls .....	2	2	2		2	2	8	
Streetsville High School .....	14	9			3	9	21	
Stratford Collegiate Institute .....	1					1	1	
St. Thomas, Alma College .....	8	4	2	3	6	1	16	
Thorold High School .....	1		1				1	
Toronto, Harbord St. Coll. Inst. ....	119	66			40	40	146	
" " Jarvis St. ....	11	6	2		9	9	25	
" " Palmerston Ave. P.S. ....	30	4			11	12	27	
Uxbridge High School .....	58	25	2		15	14	56	
Watford " " .....	1	1	1	1	1	1	5	1
Windsor Collegiate Institute .....	126	60	35	2	42	30	169	
Total .....	2,431	984	232	79	716	483	2,494	30

TABLE N.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1903. —  
Advanced Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial designs.	Total proficiency certificates.	
Belleville Albert College.....	8	5	1	3	3	3	15	.....
Chatham Central School.....	1	.....	.....	.....	.....	1	1	.....
Forest High School.....	9	.....	.....	.....	.....	2	2	.....
Markham High School.....	21	.....	.....	.....	.....	1	1	.....
St. Thomas Alma College.....	1	.....	1	.....	.....	1	2	.....
Toronto Palmerston Ave. P. S.....	30	.....	.....	2	5	1	8	.....
Windsor Collegiate Institute.....	22	1	5	7	5	6	24	1
Total .....	92	6	7	12	13	15	53	1

TABLE O.—Certificates awarded to High Schools, etc., 1903.—Mechanical Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Advanced Geometry.	Machine drawing.	Building construction.	Architectural design.	Advanced perspective.	Total proficiency certificates.	
Alexandria High School.....	1	.....	.....	.....	.....	.....	.....	.....
Cayuga do.....	1	.....	.....	.....	.....	.....	.....	.....
Cobourg do.....	1	.....	.....	.....	.....	1	1	.....
Chatham Central School.....	1	.....	1	1	.....	.....	2	.....
Guelph Collegiate Institute.....	1	1	.....	.....	.....	1	2	.....
Markham High School.....	3	1	.....	.....	.....	2	3	.....
Morrisburg Collegiate Institute.....	1	1	.....	.....	.....	1	2	.....
Napanee do.....	1	1	.....	.....	.....	.....	1	.....
Port Hope High School.....	1	1	.....	.....	.....	.....	1	.....
Ridgetown Collegiate Institute.....	1	1	.....	.....	.....	.....	1	.....
Smith's Falls High School.....	2	1	.....	.....	.....	.....	1	.....
Sarnia Collegiate Institute.....	1	1	.....	.....	.....	1	2	.....
Stratford do.....	1	1	.....	.....	.....	1	2	.....
Uxbridge High School.....	2	.....	.....	.....	.....	.....	.....	.....
Watford do.....	1	.....	.....	.....	.....	.....	.....	.....
Windsor Collegiate Institute.....	6	.....	.....	.....	.....	.....	.....	.....
Total .....	25	9	1	1	.....	7	18	.....

TABLE P.—Certificates awarded to Ladies' Colleges, etc., 1903.—Extra Subjects.

Name of school.	Number of students for examination.	Number of certificate-.			Total.
		Painting oil colors.	Painting water colors.	Industrial design.	
Belleville Albert College. ....	9	2	3	1	6
Toronto Loretto Abbey. ....	13	1	2	.....	3
* " Miss Coventry's School. ....	1	1	.....	.....	1
Whitby, Miss Montgomery's School. ....	2	.....	1	.....	1
Total. ....	25	4	6	1	11

\* A student from Miss Coventry's School also passed in china painting.

## TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced Courses were awarded in 1903.

## 1. TEACHERS' FULL CERTIFICATES—PRIMARY COURSE.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Females.</i>	
*Baird, Wm. ....	Toronto.	Bishop, Olive. ....	Athens.
Bishop, C. P. ....	Athens.	Board, Olive. ....	Hamilton.
Brison, D. G. ....	Watford.	Clarke, Kathleen. ....	Picton.
Broder, Henry. ....	Morrisburg.	Clayton, V. ....	Toronto.
Green, Raymond. ....	Athens.	Cooper, Grace. ....	Toronto.
*Handcock, Herbert. ....	Hamilton.	Dean, Edith. ....	Hamilton.
Hay, Wm. G. ....	Owen Sound.	Grose, F. E. ....	Oshawa.
Hill, R. J. ....	Hamilton.	*Ireland, Marguerite. ....	Hamilton.
*Hood, Findlay. ....	Toronto.	Kennedy, Ruth. ....	Hamilton.
*Hughes, Frank J. ....	Hamilton.	Kerr, Grace. ....	Hamilton.
Jones, Erie. ....	Athens.	*McKenzie, Alice. ....	Hamilton.
Kennedy, W. T. ....	Hamilton.	McLaughlin, Edna. ....	Athens.
Leggett, Charles. ....	Athens.	Odell, Annie. ....	Hamilton.
Murphy, A. A. ....	Athens.	*Patterson, Ruby. ....	Hamilton.
Robertson, John. ....	Hamilton.	Stockwell, Florence. ....	Hamilton.
Singleton, Omer. ....	Athens.	Twiss, Fannie A. ....	Hamilton.
Stinson, John N. ....	Athens.		
*Stockdale, T. N. ....	Toronto.		
Stuart, Wm. ....	Hamilton.		
Tackaberry S. F. ....	Athens.		
Toffey, Lester. ....	Athens.		
Walters, C. ....	Picton.		

\* Honors.

## 2. TEACHERS' FULL CERTIFICATES.—ADVANCED COURSE.

Name.	Address.	Name.	Address.
<i>Males.</i>		<i>Female.</i>	
Clemens, Lewis. ....	Toronto.	Cameron, Nellie. ....	Hamilton.
		Patillo, Lillie. ....	Windsor.



## Examination Papers.

The total number of examination papers sent out in 1903 was as follows:

Primary Course.	
Freehand .....	2,267
Geometry .....	1,001
Perspective .....	813
Model Drawing .....	2,364
Blackboard Drawing .....	2,285
	<hr/> 8,730
Advanced Course.	
Shading, flat .....	147
Outline, round .....	173
Shading, round .....	192
Flower Drawing .....	225
Industrial Design .....	143
	<hr/> 880
Mechanical Course.	
Advanced Geometry .....	77
Machine Drawing .....	54
Building Construction .....	35
Architectural Design .....	31
Advanced Perspective .....	62
	<hr/> 259
Total .....	<hr/> 9,869

## ART SCHOOLS.

Report for the year ending 30th April, 1903.

Only four Art Schools were in operation this year, viz.: Hamilton, Kingston, St. Thomas, and Toronto.

The decrease of Art Schools may be chiefly attributed to the increased interest taken in Drawing, etc., in Public and High Schools, and Ladies' Colleges; qualified teachers are now employed in these Schools, and their pupils are more successful in passing the curriculum of studies in the minor branches than Art School pupils, who frequently are allowed to study so many different subjects that many fail in their examinations.

## 1. Hamilton Art School.

During this year the Hamilton Art School has been re-organized. A new Board of Directors has been elected, and a new staff of teachers appointed. The Directors omitted sending Annual Report for 1902-3, but their report of daily and evening attend-

ance for the year shows that lessons in nineteen out of the twenty prescribed subjects, also in several extra subjects, including oil and water color painting, were given. The report shows that the students in attendance represented the following trades and professions, viz.: Accountants, architects, apprentices, bookkeepers, clerks, draughtsmen, engravers, farmers, lithographers, machinists, mantle-makers, metal-workers, painters, pattern-makers, photographers, stenographers, students, tailors, teachers, weavers and wood-workers.

The receipts, including Government grant, were \$1,931.38; expenditure, \$2,686.83; overdraft, \$755.45.

## 2. Kingston Art School.

The report of Kingston Art School shows that 40 pupils, 15 years of age and over, took lessons in the Primary, Advanced, Mechanical, and Industrial Art Courses, and Oil and Water Color Painting.

The trades and professions represented in the evening classes were as follows: Architects, Carpenters, Cheesemakers, Clerks, Electricians, Engineers, Iron and Wood Workers, Machinists, and Shipwrights.

The receipts, including Government grant, were \$574.45, expenditure \$574.45.

## 3. St. Thomas Art School.

The report of St. Thomas Art School shows that 66 pupils, 15 years of age and over, took lessons in the prescribed subjects in the Primary, Advanced, Mechanical, and Industrial Art Courses, and Oil and Water Color Painting.

The following trades and professions were represented: Apprentices, Boilermakers, Clerks, Carpenters, Draughtsmen, Engineers, Laborers, Milliner, Painters, Students, Teachers.

As this School is incorporated with St. Thomas Public Library, the receipts and expenditure are entered on the Annual Report of the Public Library for 1902.

## 4. Toronto Art School.

The report of the Toronto Art School shows that the total number of names on the roll was 194, average daily attendance 100, aggregate attendance 9,650.

The following trades and occupations have been represented: Artists, Architect Students, China Painters, Clerks, Crayon Artists, Carpenters, Designers, Enamel Painters, Engravers, Glass Grainers, Harness Makers, Illustrators, Journalists, Lithographers, Militiamen, Nurse, Painters, Piano Finishers, Pattern Makers, Plumber, Photographer, Retouchers, Sign Writers, School Teachers, Stenographers, Students, Wood Carvers.

The Royal Canadian Academy Life Class has been held two evenings per week during the winter.

Students who had attended any of the classes of the School during the session of 1901-2 were allowed to hold a drawing class for practice two evenings per week during the summer months.

The receipts, including Government grant, were \$3,491.67, expenditure \$3,379.85, cash on hand \$111.82, total \$3,491.67. Liabilities \$772.84.

## 5. Ontario Society of Artists.

The report of the Ontario Society of Artists shows that 184 works, comprising Paintings in Oil and Water Colors, Pastels, Sculpture, Modelling in Clay, etc., were exhibited at their 30th Annual Exhibition.

The following pictures were purchased for the Provincial Art Gallery :

1\* Pictures selected by the Ontario Society of Artists :

An Upland Pasture, (\$100.00), F. H. Bridgen.

Flax Workers, (\$100.00), O. P. Staples.

2\*\* Pictures selected by a committee of the Civic Art Guild :

Stream by the Woods, (\$50.00), W. E. Atkinson.

Evening on the Seine, Paris, (\$100.00), J. W. Beatty.

Study for Mural Decoration, (\$100.00), F. S. Challenger.

Deep Sea Fishers, (\$180.00), R. F. Gagen.

Flower Market, Paris, (\$40.00), C. S. Hagarty.

Stormbound, (\$30.00), J. D. Kelly.

Summer Reverie, (\$100.00), G. A. Reid.

Afternoon Sunlight, (\$75.00), Mary H. Reid.

A Half Holiday, (\$80.00), O. P. Staples.

The Last Load, (\$45.00), S. B. Tully.

The Provincial Art Gallery was re-hung, making a total of 118 pictures upon the walls of the Canadian room.

The Fine Arts Department at the Industrial Exhibition was arranged by this Society. 222 works by professional Artists were exhibited in two of the large rooms ; two small rooms were devoted to amateur work ; the remaining large room, and the central hall were filled with Art and Technical School and professional decorative work, including painting on China.

This was the first Exhibition held in the new Art Gallery erected on the Exhibition grounds.

The Exhibition Association paid \$1,000.00 to the Society, and purchased pictures to the value of \$500.00 from those exhibited in the new Art Gallery.

The Society sent a small collection of Oil and Water Colors to Winnipeg for exhibition, but it was not a financial success.

The annual prize of \$200.00 for the best exhibited work of the year is continued, and is open to all exhibitors without distinction.

The Art School pays the Society \$350.00 per annum for rent of rooms.

The Architecture Eighteen Club pays \$80.00 per annum rent.

The Evening Life Class in connection with the Royal Canadian Academy is granted free room to carry on its work.

The receipts, including Government grant, were \$4,492.90, expenditure \$2,518.41, balance on hand \$1,974.49, total \$4,492.90.

## LITERARY AND SCIENTIFIC INSTITUTIONS.

### 1. Hamilton Scientific Association.

The Report of the Hamilton Scientific Association shows that they have 187 members.

Sixteen meetings, including the Inaugural Address, were held, at which the following papers were read and discussed :

Inaugural address, with remarks on recent advances made in chemical and physical sciences. The President. J. M. Dickson. Wireless Telegraphy, Dr. Merchant. Placer Mining, C. E. Murton. The Mackenzie River District, J. W. Tyrell. Education versus Educational Themes, S. A. Morgan. A Trip to the Holy Land, Messrs. Aitcheson and Mordie. Kelvin's Theory of Ether as Applied to Stellar Universe, J. R. Collins. The

\* In 1895 the Act made provision that two pictures of the value of \$200 should be paid for out of each annual grant to the Ontario Society of Artists, said pictures to become the property of the Provincial Art Gallery.

\*\* In 1897 the Minister of Education entered into an agreement with the Ontario Society of Artists that if the Society would keep one of the large galleries in the Educational Museum filled with the most recent works of its members, pictures to the value of \$800 would be purchased annually for the Provincial Art Gallery.



Moon, G. P. Jenkins. Determining the Length of Light Waves, C. A. Chant. The Planet Jupiter, Rev. R. E. Brady. Determination of Time, and the Transit Instrument, F. L. Blake. Looking Up and Looking Down, J. M. Williams. The Planet Saturn, Wm. Bruce. Astronomy in Navigation, Capt. Hardy. Adam's Home, Rev. D. B. Maish. Is the Moon an Extinct World? Mr. Maybee.

These meetings were largely attended, not only by the members, but by the public of the city.

The Photographic section still continues its active work; on 24th May the Club held an outing at the Forks of the Credit. During the year the members divided into four groups for friendly competition. The annual competition and exhibition took place in March, and was very successful.

The Astronomical section is also very successful. The meetings of the branch have been so largely attended that it is proposed to provide more seating accommodation, which can be done by having upright glass cases for the specimens in the museum, thus affording more floor space as recommended by the Superintendent of Public Libraries, etc.

The Geological section has continued its good work in the collection and distribution of fossils. During the year acknowledgments of contributions have been received from the Directors of the British Museum of Natural History; also from Professor J. F. Whitheaves, Geological Survey, Ottawa, and J. M. Clarke, State Palaeontologist, for the New York Museum.

The Museum was kept open to the public every Saturday afternoon.

The receipts were \$657.56, expenditure \$537.21, balance on hand \$120.35.

## 2. Ottawa Literary and Scientific Society.

Ottawa Literary and Scientific Society shows that there are 278 members. The Library, which is open daily, has been very successful. The issue of books and bound magazines during the year was 6,109, and current magazines 1,638. The Library now contains 4,743 books, in addition to pamphlets and unbound publications received as exchanges. The Reading Room, which is supplied with all the leading periodicals and papers, is opened daily, and well attended by the members.

The annual course of lectures comprised the following subjects:

A Study of the Man from Glengarry, O. J. Jolliffe. Purification of Drinking Water, A. McGill. Original Poems, W. W. Campbell. Primitive Poetry, a Comparative Study, W. W. Edgar. The Development of the Canadian Type of Character, Rev. S. G. Bland. Social Settlements, illustrated, W. L. M. King. The Development of Responsible Government in Canada, W. D. Le Sueur. The Poetry of Matthew Arnold, Benjamin Russell. The French Treaty Shore, Prof. J. C. Bracy.

The Transactions of the Society, consisting of 97 pages, were published and distributed to a large number of Societies and Public Institutions, and many valuable publications were received in exchange.

Receipts, including Government grant, \$991.04, expenditure \$973.29, balance on hand \$17.75.

## (3) L'Institut Canadien Francaise d'Ottawa.

The Fifty-first Annual Report of the Institut Canadien d'Ottawa shows that conversational classes were held during four months of the year. The difficulties of daily life, with other subjects, were discussed and resulted in inducing an increased interest in the Reading Room and Library. These classes, which may be considered the same as evening classes, cost the Society \$126.30.

The following public lectures were given: Impressions de Voyage, 'Globe-trotter parisien, Joseph Gerard. Boxeurs vs. Chretiens, Charles Tilgat. La Renaissance, Germain Martin. Une Reception, l'Academie Francaise, Rev. S. Corteil. Emparons nous de l'Industrie, Errol Bouchette. Emile Zola, Rev. Pere Lejeune. Etat actuel de la Litterature Canadienne Francaise, Jules Lesage. Portraits Litteraires de Quatre de

nos Hommies d'etat Canadiens Francaise, Henry Desjardins. La Bonne diction francaise. comment l'aequerir et la conserver, Joseph Dumais. La loi sur les Congregations Religieuses en France, M. le Baron St. Elme de Champ. Les Causes Celibres, Napoleon Champagne. La Bretagne Heroique, Theodore Botrel.

Some of the lecturers resided at long distances from Ottawa, and their engagements caused considerable expense to the Society.

In addition to these lectures a series of twenty lectures on the French literature of the seventeenth century were given by the Rev. Father Louis Lejenue.

The Reading Room was so largely patronized that an additional sum of \$55.00 was expended for magazines, making the total expenditure for periodicals, etc., \$175.00.

The Society has done excellent work during the past year, but, owing to increase of rent, etc., has not sufficient income to pay off all outstanding debts.

Receipts, including Government grant, \$1,420.00, expenditure \$2,071.73. Actual deficit \$651.73.

#### (4) St. Patrick's Literary and Scientific Association of Ottawa.

The report of the St. Patrick's Literary and Scientific Association, Ottawa, shows that they had 250 members, with a Library containing 1,547 volumes. They expended \$177.00 for books, and \$60.65 for Reading Room.

They now occupy an excellent building, which cost over \$30,000.00, and have no liabilities.

During the year they received \$650.00 members' fees, and realized \$5,256.50 from concerts and entertainments.

Receipts, including Government grant, \$6,160.65, expenditure \$5,869.15, balance on hand \$291.50.

#### 5) Ottawa Field Naturalists' Club.

The Report of the Ottawa Naturalists' Club shows that the membership of the Club is 262.

The President, Mr. W. F. Macoun, represented the Club at the meeting of the Royal Society of Canada, held in Toronto in May, and read a report on the work done in the Club during the year.

Soirees : Seven Soirees were held during the winter. The lectures were as follows : President's Address. The Functions of a Geological Survey, Dr. Bell. Address of Welcome, The Principal of the Normal School. Some Butterflies and Moths, Dr. Fletcher. Conversazione, with Exhibitions of Natural History and Microscopic Study. The Rocky Mountain Region, illustrated, R. A. Daly, The Wood-pulp Industry of Canada, D. P. Penhallow. Nature Study in American Universities, S. B. Sinclair. The Summer Climate of the Yukon and Its Effects on Vegetation, Prof. J. Macoun. Whale and Whale Hunting, Prof. E. E. Prince. Additional notes on the Geology and Palaeontology, of Ottawa, illustrated, Dr. H. M. Ami.

Excursions : On April, the 19th, about 175 members and friends met at Aylmer and collected Mayflowers, and other plants ; also insects and rock specimens. On May the 3rd about 50 attended an excursion to Beaver Meadow, and about fifty visited Rideau Park on the 10th May.

Sub excursions were held in August and September to Hull, Aylmer, Rockcliffe, and the Montreal road, principally by the botanical and entomological branches. Roots of native violets and other perennial plants were collected.

The general excursions were held on the 17th of May and the 2nd of September. These were largely attended, and highly successful.

The Ottawa Naturalist has been published, containing 248 pages and four plates. It contains papers by prominent Canadian scientists on nearly every branch of Natural History.

## Reports of Branches.

The Geological Branch did good work; the leaders attended all the excursions, and explained the salient geological features of the places visited. The Botanical Branch met twice a month, and report a most successful year's work. The Entomological Branch reports useful work, both in the field and the study. The Ornithological Branch recorded the date of arrival of birds, etc, and gave a list of the birds which breed at the Central Experimental Farm. The Zoological Branch recommends the study of insectivorous and chiropterous mammals. Mr. A. Halkett exhibited at their Annual Meeting three batrachians. Their report shows that during the past session a nucleus of a new collection of Canadian fishes had been collected for the Department of Marine and Fisheries.

Receipts, including Government grant, \$571.03; expenditure, \$529.30; balance on hand, \$41.73.

## 6. Ottawa University Scientific Society.

The report of the Ottawa University Scientific Society for the year 1902-03 shows that the members met once a week to discuss scientific subjects.

The following lectures were given during the session:—The Metric System, H. J. Macdonald. The Canterbury Tales, Prof. Stockly. Photography, Mr. Topley. Reptiles, J. Burke. Hydraulics, J. Dowd. Food, Mr. Huxley. The Steam Engine, V. Meagher. Lakes and Rivers, W. Dooner. Digestion, R. Halligan. Insects, Dr. Fletcher.

Receipts, including Government grant, \$167.75; expenditure, \$167.75.

## 7. Toronto Astronomical Society.

The report of the Toronto Astronomical Society shows that papers were read as follows:—"Cause of the 25-day Period in the Magnetic Curve," Andrew Elvins. "Astronomical Work for the Autumn," H. Weatherbe. "Kelvin's Theory of the Ether Applied to the Stellar Universe," J. R. Collins. "Ancient Lunar Coast Lines," G. E. Lumsden. "Astronomy in Canada," W. F. King. "New Developments in Wireless Telegraphy," Dr. C. A. Chant. "Vagaries of the Mariners' Compass," Arthur Harvey. "Celestial Measurements," Prof. De Lury. "Stellar Motions," A. F. Miller. "The Astronomy of Milton," John A. Paterson. "Is the Moon a Dead World?" J. E. Maybee. "Solar Rotation," Arthur Harvey. "Helmholtz," Rev. Robert Atkinson.

A number of meetings open to the public, at the Observatory, were held, at which about 300 persons were given an opportunity of observing Saturn's rings, Jupiter's belts, and the Lunar craters, through a number of telescopes.

The receipts, including Government grant, were \$470.60; expenditure, \$330.47; balance on hand, \$140.15.

## 8. Toronto Canadian Institute.

The Report of the Canadian Institute, Toronto, shows:—

1. Report of Council. "The Canadian Institute enjoyed a year of prosperity. In all, 21 regular meetings were held, at which 24 papers were read and presented. These may be classified as follows:—Exploration, 1; Philology, 1; Astronomy, 1; Geology and Mineralogy, 2; Biology, 6; Literature, 1; History, 1; Economics, 1; Psychology, 1; Physiography, 2; Ethnology, 1; Chemistry, 2; Miscellaneous, 4.

"No. 14 of the Transactions, and No. 11 of the Proceedings have been published and distributed."

2. Report of the Biological Section. This section held fourteen general meetings, at which papers and addresses were given in various branches of Natural History; some



of the lectures were illustrated with the Lantern, Microscopes and Drawings. These meetings were well attended. In addition, seven meetings of the Council were held for the transaction of business.

During the summer, excursions were made by the Members and their friends to Kew Beach, Humber, Taylor's Mills, Brampton, Don Valley, Hemlock Grove, Black Creek, Scarboro' Heights, and the Humber by boat to the old mill. At these excursions many botanical, entomological and microscopic specimens were obtained.

3. The report of the Librarian shows that during the year the number of volumes and periodicals loaned was 1,221, and the number of scientific archives and journals placed on the shelves, 316. The number of Societies on the exchange list is 513.

The Institute received 132 donations of books and publications, and the total number of exchanges received from different countries was 2,359.

The receipts, including Government grant, were \$2,451.95 ; expenditure, \$2,305.87 ; special deposit, \$174.76 ; balance on hand, \$132 ; - total, \$2,541.95.

#### 9. Historical Societies.

The following grants have been paid to Historical Societies :—

1. Lundy's Lane Historical Society.....	\$100.00
2. Niagara Historical Society.....	100.00
3. Ontario Historical Society.....	600.00
4. Peterborough Historical Society.....	100.00
5. Wentworth Historical Society.....	100.00

## APPENDIX I.

## ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1903.		Name of School.	Entrance Examination, June, 1903.	
	Examined	Passed		Examined	Passed
Collegiate Institutes.			High Schools.		
Aylmer .....	88	55	Brighton .....	30	25
Barrie .....	114	64	Caledonia .....	35	28
Brantford .....	208	165	Campellford .....	75	63
Brockville .....	97	83	Carleton Place .....	65	47
Chatham .....	169	136	Cayuga .....	44	35
Clinton .....	67	48	Colborne .....	44	34
Cobourg .....	67	47	Cornwall .....	137	103
Collingwood .....	73	47	Deseronto .....	63	53
Galt .....	132	114	Dundas .....	75	63
Goderich .....	87	71	Dunnville .....	72	52
Guelph .....	127	104	Dutton .....	68	55
Hamilton .....	581	458	Elora .....	30	22
Ingersoll .....	81	67	Essex .....	50	42
Kingston .....	204	172	Fergus .....	78	47
Lindsay .....	90	69	Forest .....	57	34
London .....	382	322	Fort William .....	26	22
Morrisburg .....	65	38	Gananoque .....	72	48
Napanee .....	137	76	Georgetown .....	43	33
Niagara Falls .....	58	54	Glenceoe .....	91	71
Ottawa .....	391	265	Gravenhurst .....	70	54
Orillia .....	106	66	Grimsby .....	21	20
Owen Sound .....	192	149	Hagersville .....	45	30
Perth .....	110	81	Harriston .....	48	43
Peterborough .....	159	85	Hawkesbury .....	33	23
Renfrew .....	113	61	Iroquois .....	83	44
Ridgetown .....	72	63	Kemptville .....	59	24
St. Catharines .....	99	75	Kincardine .....	63	55
St. Mary's .....	136	103	Leamington .....	79	47
St. Thomas .....	175	102	Listowel .....	87	72
Sarnia .....	128	95	Lucan .....	87	66
Seaforth .....	78	61	Madoc .....	84	40
Stratford .....	206	126	Markham .....	104	85
Strathroy .....	135	85	Meaford .....	58	42
Toronto (Harbord St.) .....	391	228	Mitchell .....	83	58
do (Jameson Ave.) .....	255	123	Mount Forest .....	66	47
do (Jarvi St.) .....	339	225	Newburgh .....	82	61
Toronto Junction .....	127	66	Newcastle .....	22	22
Whitby .....	75	53	Newmarket .....	79	51
Windsor .....	142	108	Niagara .....	26	22
Woodstock .....	162	114	Niagara Falls South .....	54	46
High Schools.			North Bay .....	46	34
Alexandria .....	79	39	Norwood .....	46	29
Almonte .....	50	42	Oakville .....	58	44
Arnprior .....	63	53	Omeme .....	26	19
Arthur .....	66	50	Orangeville .....	55	38
Athens .....	92	63	Oshawa .....	80	54
Aurora .....	69	42	Paris .....	67	50
Beamsville .....	33	20	Parkhill .....	79	50
Belleville .....	219	95	Pembroke .....	131	69
Berlin .....	95	76	Petrolia .....	72	44
Bowmanville .....	47	36	Pictou .....	142	71
Bradford .....	49	39	Port Arthur .....	41	22
Brampton .....	58	48	Port Dover .....	27	22
			Port Elgin .....	77	54
			Port Hope .....	71	55

## APPENDIX I.—Continued.

## ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1903.		Name of School.	Entrance Examination, June, 1903.	
	n	d Passed		Examined	Passed
High Schools.			Other places.		
Port Perry.....	62	45	Bobcaygeon .....	25	11
Port Rowan .....	38	25	Bolton .....	32	27
Prescott.....	49	32	Bothwell .....	35	32
Rat Portage .....	60	31	Bracebridge .....	55	36
Richmond Hill .....	46	34	Bridgeburg .....	19	13
Sault Ste. Marie .....	69	63	Brigden .....	36	23
Simcoe.....	89	54	Brussels .....	39	37
Smith's Falls.....	76	53	Burford.....	30	12
Smithville .....	22	18	Burk's Falls .....	27	20
Stirling .....	36	16	Burlington .....	32	26
Streetsville.....	24	17	Burritt's Rapids .....	16	5
Sydenham.....	84	50	Cannington .....	25	15
Thorold.....	33	33	Cardinal .....	21	13
Tillsonburg.....	66	45	Carp .....	40	24
Trenton.....	84	55	Castleton .....	12	7
Uxbridge.....	60	50	Chapleau .....	2	2
Vankleek Hill.....	67	48	Charleston .....	37	25
Vienna.....	46	31	Chatsworth .....	31	19
Walkerton .....	68	48	Chesley .....	64	43
Wardsville .....	25	16	Chesterville .....	48	16
Waterdown.....	31	21	Churchill .....	30	20
Waterford.....	44	30	Claremont .....	19	17
Watford.....	69	53	Clifford .....	11	9
Welland.....	51	42	Comber .....	30	18
Weston.....	47	35	Cookstown .....	32	26
Wiarton.....	43	38	Copper Cliff .....	9	6
Williamstown.....	43	24	Courtright .....	15	7
Other places.			Creemore .....	18	4
Aberfoyle .....	35	28	Crediton .....	19	14
Acton .....	25	16	Crosshill .....	20	16
Alliston .....	66	47	Cumberland .....	38	23
Alvinston .....	40	31	Delhi .....	40	28
Ameliasburg .....	35	14	Delta .....	44	29
Amherstburg.....	27	19	Dickinson's Landing .....	36	10
Ancaster.....	36	20	Drayton .....	55	39
Angus.....	20	10	Dresden .....	55	37
Arkona.....	12	10	Drumbo .....	17	7
Aultsville .....	33	13	Dryden .....	9	7
Avonmore.....	47	27	Dundalk .....	32	11
Ayr.....	17	14	Dungannon .....	37	27
Bailieboro' .....	11	7	Durham .....	84	61
Bancroft.....	26	15	East Toronto.....	37	16
Bath .....	35	22	Eganville .....	50	37
Bayfield.....	20	13	Eglinton.....	37	28
Belle River.....	18	9	Elmira .....	27	20
Beaverton.....	30	17	Elmvale .....	46	14
Beeton .....	13	10	Embro .....	34	28
Belmont.....	37	21	Emo .....	3	1
Bethany .....	15	12	Erin.....	39	22
Binbrook.....	59	50	Exeter .....	55	43
Blackstock.....	24	20	Fenelon Falls .....	58	21
Blenheim .....	84	64	Finch .....	56	30
Blyth .....	49	22	Fingal .....	62	56
			Flesherton .....	37	15
			Florence.....	47	22



## APPENDIX I.—Continued.

## ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1903.		Name of School.	Entrance Examination, June, 1903.	
	Examined	Passed		Examined	Passed
Other Places.			Other Places.		
Fordwich .....	22	16	Norwich .....	35	25
Fort Frances .....	16	8	Oakwood .....	18	7
Gore Bay .....	No report rec'd.		Oil Springs .....	40	28
Grand Valley .....	26	10	Orono .....	34	23
Hanover .....	29	25	Otterville .....	28	24
Harrow .....	8	7	Paisley .....	62	45
Hastings .....	13	13	Pakenham .....	49	32
Havelock .....	16	10	Palmerston .....	27	15
Hensall .....	35	25	Farry Sound .....	35	25
Heathcote .....	17	7	Pelee Island .....	6	6
Highgate .....	38	37	Pelham, S. S. No. 2 .....	39	23
Hillsdale .....	38	20	Penetanguishene .....	17	11
Hintonburgh .....	69	42	Plantagenet .....	26	11
Huntsville .....	41	28	Plattsville .....	28	15
Jarvis .....	31	22	Port Colborne .....	19	16
Keene .....	32	19	Port Stanley .....	13	9
Kingsville .....	22	19	Princeton .....	18	6
Kintail .....	27	13	Powassan .....	37	15
Kirkfield .....	19	11	Randwich .....	12	3
Lakefield .....	35	25	Riceville .....	12	8
Lanark .....	56	31	Richmond .....	45	27
Lancaster .....	22	12	Ridgeway .....	23	17
Laurel .....	9	6	Ripley .....	31	21
Lion's Head .....	18	12	Rockton .....	33	25
Little Current .....	No report rec'd.		Rockwood .....	39	31
Little Britain .....	16	10	Rodney .....	37	28
London East .....	197	148	Rosemont .....	9	5
Lucknow .....	42	36	Roseneath .....	11	9
Magnetawan .....	16	7	Russell .....	36	23
Manitowaning .....	No report rec'd.		St. George .....	15	8
Manotick .....	29	20	St. Helen's .....	22	15
Markdale .....	38	21	Sandwich .....	39	21
Marshville .....	20	10	Schomberg .....	12	9
Marsville .....	13	6	Schrieber .....	13	5
Mattawa .....	16	12	Selkirk .....	24	16
Maxville .....	65	23	Sharbot Lake .....	25	9
Merlin .....	51	40	Shelburne .....	36	14
Merrickville .....	27	9	South Mountain .....	37	17
Merritton .....	49	39	Sparta .....	21	15
Metcalfe .....	45	21	Spencerville .....	24	7
Midland .....	25	10	Springfield .....	36	14
Mildmay .....	15	14	Stayner .....	65	54
Millbrook .....	40	26	Stoney Creek .....	39	33
Milton .....	86	56	Strabane .....	29	24
Milverton .....	42	35	Sturgeon Falls .....	25	15
Minden .....	17	11	Sudbury .....	32	17
Moorefield .....	16	11	Sutton West .....	31	20
Mount Albert .....	20	10	Tamworth .....	25	14
Mount Hope .....	24	17	Tara .....	28	21
Newboro' .....	39	22	Tavistock .....	13	11
New Hamburg .....	20	16	Tecumseh .....	21	12
Neustadt .....	4	4	Teeswater .....	60	42
North Augusta .....	18	6	Thamesville .....	50	39
North Gower .....	26	21	Thedford .....	28	18
North Lancaster .....	22	9	Thessalon .....	No report rec'd	

APPENDIX I.—*Concluded.*

## ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1903.		Name of School.	Entrance Examination, June, 1903.	
	Examined	Passed		Examined	Passed
Other Places.			Other Places.		
Thornbury.....	27	19	Wooler .....	16	11
Tilbury .....	59	46	Wroxeter .....	19	18
Tiverton .....	20	14	Wyoming .....	38	20
Tottenham.....	39	20	Zephyr .....	22	17
Tweed.....	43	21	Zurich.....	25	21
Uptergrove .....	40	31			
Wallaceburg .....	65	53	Summary :		
Warkworth .....	28	22	Collegiate Institutes .....	6,418	4,524
Waubashene .....	38	31	High Schools.....	5,858	4,094
Wellington .....	41	18	Other Schools .....	6,782	4,385
West Lorne .....	32	19			
Westport Separate School....	36	24	Grand totals, 1903 .....	19,058	13,003
Winchester .....	104	67			
Wheatley .....	10	6	Comparison with June, 1902 :		
Wilkesport .....	23	15	Increase .....	971	
Wingham .....	60	51	Decrease.....		297
Woodbridge .....	21	17			
Woodville .....	21	12			
Wolfe Island.....	33	15			



Household Science Class, Dominion Exhibition, Toronto, 1903.







Manual Training Class, Dominion Exhibition, Toronto, 1903.

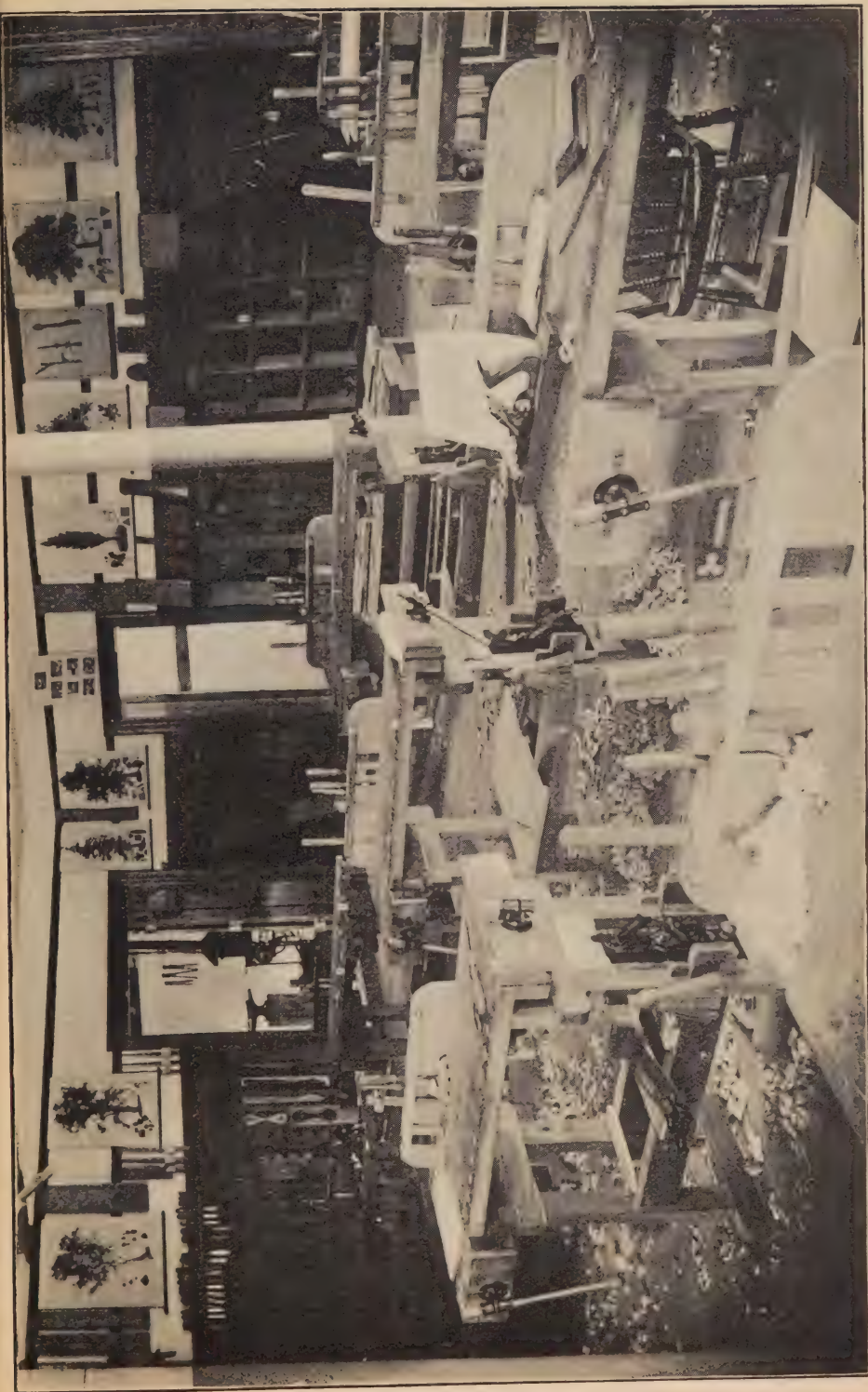






Lathe Section, London Normal School.





Mammal Training Department, London Normal School.







Manual Training Department, London Normal School.





REPORT  
OF THE  
MINISTER OF EDUCATION  
FOR THE YEAR 1903.  
PART II.

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APPENDIX J.—*MANUAL TRAINING AND TECHNICAL EDUCATION*

I.—REPORT OF INSPECTOR LEAKE.

To the Hon. Richard Harcourt, M.A., K.C., LL.D., Minister of Education, Toronto :

Sir,—I have the honor to submit my third annual report on Manual Training and Special Technical Instruction as carried on in this Province during the year ending December 31st, 1903.

Great strides have been made. The newer practical studies have steadily grown in public favour, and the question of their introduction is being seriously considered in many places, not at present including them in their curriculum. Amongst these are Galt, Collingwood, Waterdown, Owen Sound, Peterborough, Chatham, St. Thomas, and Ingersoll. New centres have been opened in Essex, Hamilton, Guelph and Berlin. Schools now receiving the Government grant for Manual Training are situated in the following places :—Toronto (6), Ottawa (7), Kingston, Brockville, Stratford, Berlin, Brantford, Woodstock, London, Renfrew, Hamilton, Essex, Guelph, Cobourg, Ingersoll.

On the invitation of the Ingersoll Board of Education I had the pleasure of addressing its members and giving them information as to how they could introduce the subject. Acting on my recommendation they sent a deputation to Brantford, Guelph, and Stratford, to see the work in process, and though the deputation contained at least one member opposed to its introduction, the information they gathered, and the work they saw, led to an enthusiastic and unanimous recommendation to install both Manual Training and Household Science. I know of not one instance where this course has been followed, in which the report on the work has been unfavourable, and which did not result in a similar recommendation. In this way each school established and properly equipped acts as a powerful advocate, and affords a most useful object lesson, thus assisting in the formation of others. During the year meetings have been addressed in Peterborough, Toronto, Berlin, Ottawa, Chatham, Waterdown, Hamilton and Ingersoll. Everywhere I find the educational authorities anxious to acquire information as to

the most economical and effective method of introducing these subjects. If anything approaching the present rate of progress be maintained it will not be long before every town and city in the Province will have a Manual Training room attached to the Public and High School.

#### Wider Conceptions and Broader Ideas.

Progress has not only been made in the actual number of centres opened, but a broader and more complete view is being taken of the meaning and place of the subject in the curriculum, and what is perhaps of no less importance, its limitations are being recognized. The almost traditional opinion that the subject consisted of a series of rigid exercises, models, or projects is being gradually abandoned—rather reluctantly in some places—and its effect as a general educational instrument, and the scope it offers, in conjunction with other subjects for mind training are being admitted. The fear that if time were taken from the more academic subjects, general efficiency and educational success, as measured by examination results, would be impaired, has not been justified, for in the schools taking the subject there has at least been no falling off in these respects, while all the Principals, with perhaps one exception, are of the opinion that the effect of its introduction has been to prolong school life, and to brighten and vivify the academic subjects.

The cause of Manual Training in many countries has reason to pray to be delivered from its friends. There is not a subject in the curriculum that has suffered more from the intemperate advocacy of its supporters, and this certainly gave some reason for the belief that it was regarded by its advocates as a universal panacea for all the ills that educational flesh is heir to; but now extravagant claims are being laid aside, and it is winning its way and demonstrating its right to an important place. The idea rather prevalent one or two years ago that the subject was simply a fad and a mere catch or excrescence on an already overcrowded curriculum is disappearing, and successful attempts are being made to co-relate the work with other subjects and with the home and outdoor life of the pupil. Its value in this connection is not yet, however, fully recognized. There is scarcely any one subject in the curriculum, regarded of itself, that is of vital importance. Each obtains its worth, and is capable of doing its best work by its connection with all others, and the closer this inter-relationship can be made, and the more effectively it is carried out, the greater will be the success of all efforts to achieve educational efficiency. Manual Training is no exception to this rule.

#### Macdonald Manual Training Fund.

At the conclusion of the last school year (June 30th) the period of three years during which this fund maintained centres in Toronto, Ottawa and Brockville expired, and we can now estimate to some extent the work done by it. Fifteen complete equipments for twenty boys, and one for thirty, have been presented to the towns named. These equipments represent a money value of about \$10,000 in addition to the expenses of three years' maintenance.

When inaugurated the objects aimed at by the fund were as follows :—

(1) To secure the adoption of Manual Training as an integral part of the educational system in every town where centres were established.

(2) To educate public opinion to see the desirability of and the necessity for the inclusion of the subject in the curriculum.

(3) To train, as far as opportunities presented themselves, or could be made, teachers qualified to give instruction in elementary Manual Training.

These three objects have been successfully accomplished, and now the work passes out of the control of a private fund into that of the Education Department. From the inception of the movement the Department has been in entire sympathy and accord, and it is hardly necessary to say that without its cordial co-operation and active assistance these results could not have been achieved. Another reason for this success is that

the soil on which the seed was sown was not only fertile, but was to some extent prepared, and the time ripe. The teachers of the Province, speaking generally, are alive and sympathetic to new movements, and keep themselves aware of, and in touch with, progress in other countries, and were thus prepared to cordially welcome the new movement and offer every facility for its fair trial. Classes for Public School teachers in cardboard modelling, woodwork, and clay modelling have been organized, holiday courses held, and special training courses (aided by a substantial bonus to each student, from the Department) instituted. Every teacher, with one exception, now engaged in this Province has been trained, more or less efficiently, by the efforts of this fund, and others have been supplied to British Columbia, Quebec, and New Brunswick, while two have been captured by the United States.

To Sir W. C. Macdonald, who generously supplied all the necessary funds, and to Dr. J. W. Robertson, who unstintingly gave of his energy, even to the sacrifice of his health, our earnest thanks are due.

#### Regulations.

The great and rapid increase in the number of these schools rendered necessary the adoption of regulations, under which they should be conducted, and the Departmental grant awarded. After considerable discussion and revision a provisional scheme was formulated in March last, and has been put into fairly successful operation. A consideration of the grants awarded cannot fail to lead to the conclusion that the Department has treated these subjects in no niggardly spirit. In New Brunswick the grants paid are half the cost of equipment, plus \$50 per annum to the teacher, "provided, however, that no manual training department shall be organized in any school unless there are at least ten pupils who shall take such manual training course, and who shall devote *not less than three hours per week to the work.*" (The italics are mine.) In Nova Scotia a sum of fifteen cents for each two-hour lesson is granted but not to exceed \$600 for Manual Training and Household Science combined. It will be seen that these two Provinces stipulate as to the minimum length of each lesson, and our own regulations might perhaps be beneficially amended in this particular. The question of registration should also be attended to. In some schools accurate records are kept of attendance and work done, and are found of much service, while in others no attention is paid to the matter.

The regulations have this year been somewhat difficult of application owing to

1. The fact that extremely large grants had previously been given, which could not be maintained as the schools grew in number, and
2. That the year's work was commenced before the scheme was formulated, and with the expectation of receiving the same grants as had previously been paid.

Though all schools may agree in thinking that they have not received the amounts expected, yet no one school will be able fairly to say that it has been treated differently from any other school. Attention should be drawn to No. 1 of the regulations, as there is a tendency in many quarters to think that any room, especially if it be a basement, and one which would be instantly rejected as a class room, is suitable for Manual Training purposes.

#### Normal Schools.

During the year the Department has installed a complete woodworking equipment at the Normal College and has added considerably to that at Toronto Normal School, particularly on the metal working side. London has already an equipment of metal work and the addition of one or two wood-turning lathes would add to the efficiency of the wood-working appliances. The quarters at present available for the work in Ottawa, are not of the highest character, and when additional space is available considerable addition will have to be made to the equipment to place it on an equal footing with the Normal Schools at Toronto and London. As the work grows it will be necessary



to supplement the present wood-working equipment at the Normal College by the addition of appliances for metal work, as teachers of Manual Training in the High School cannot be considered as qualified unless they have some knowledge of this branch. It is now reasonable to expect that these four institutions will do something towards training teachers for these special subjects.

A particularly interesting feature of the work in both Ottawa and London is the large number of ladies taking woodwork. It does not appear probable that ladies will ever become common as teachers of woodwork in Canada, as is the case in the United States, judging by the fact that the half dozen now qualified have failed to secure appointments, but the girls themselves profess to have received great personal benefit from the training, and there is every reason to believe that this is the case.

#### Model Schools.

The County Model Schools are the only institutions in the Province, having to do with the training of teachers, in which Manual Training has hitherto had no place and it would be a decided advantage if this could be remedied. It is useless to attempt any change with the present short term, but when this is lengthened, elementary Manual Training could well be introduced. As most of the students take charge of rural schools, they should have training in those forms of practical work which can be carried on in the ordinary room without any elaborate equipment. A month's course would give to the Principals of the Model Schools some acquaintance with the foundation of, and some skill in, practical work of this character, and much good would result to the rural schools which have not yet felt to any appreciable extent the influence of these newer studies. The problem of Manual Training in rural schools is quite different from that in the schools of towns and cities, where special rooms can be fitted and special teachers employed. In these schools the work must be taught by the regular teacher in the ordinary class room. In New Brunswick particular attention is being paid to this matter. Special courses have been established to give a period of three months' training, while in Nova Scotia no rural school is graded 1st class unless it has at least one bench and a set of tools.

#### Preliminary Manual Training.

I am pleased to be able to record that the necessity for some preliminary or elementary Manual Training is being recognized. In several centres it has already been introduced, while in a number of others preparations are being made tending towards this. Simple mechanical and scale drawing, brush and color work, clay modelling, cardboard modelling, basketry, weaving, wire-work, etc., all afford opportunity in the hands of a resourceful teacher for valuable training. The boy, who has received this training, will enter upon the more advanced work with ideas of accuracy and perseverance, and the necessity for care and thought which he would not otherwise have had. The most progressive educators are all agreed as to the great value of work of this kind, but its importance in primary education has not yet been fully recognized in Ontario. Manual Training and Technical Education have advanced with rapid strides in the United States during the last decade, but the progress that has been made in the adoption of "busy work" in primary education is even more remarkable. There is scarcely a magazine published in the States, dealing with primary education, that does not devote a large portion of its space to helps for teachers along these lines. In several centres the teachers are already equipped for this work—notably Ottawa, Toronto, and Brockville, where classes for their instruction have been held for the past three years. The Ottawa School Board has appointed a special teacher to take charge of classes in cardboard modelling. The teachers of Cobourg, Stratford and Guelph are also attending classes. When Manual Training is taken in all grades of our educational system from the Kindergarten to the Normal College, the teachers should be just as well equipped to teach it, as they now are to teach arithmetic or any other subject, and this is the end to be aimed at.

### Training of Teachers.

There will always be an opening for special teachers of Manual Training and some steps should be taken to meet this demand. That it is urgent is shown by the fact that one school has had to postpone its introduction until September next owing to inability to secure a teacher and this though rooms were obtained and equipment ordered. Owing to the lack of special training facilities four of our teachers went to the States with the intention of qualifying themselves for advanced work, but, unhappily for us, two of them remained, as more lucrative positions were offered to them than they could obtain in Ontario. Arrangements were completed in June last for a special course of one year's duration, to be held at London Normal School, but difficulties arose and the project had to be held in abeyance. Perhaps the Macdonald Institute at Guelph, when it gets to work, and has its organization completed, will be able to supply us with the teachers we require. If this is to be the place where our teachers are to be trained, then some agreement with the Education Department is necessary as to qualifications for admission, course of study, length of course, etc. At present the most urgent necessity is for men with High School qualifications. In a number of the Collegiate Institutes there are not sufficient pupils to employ a teacher's whole time, and the balance must be spent in ordinary collegiate work.

### Summer Schools.

During the past four years, summer schools have been held in Toronto, Ottawa, Brockville, and London, and have achieved a certain amount of success, but their usefulness might be considerably increased. As the time during which these can be held is necessarily limited, the attention of the students should be concentrated on two subjects at the most, and not frittered away on half a dozen, as has been the case hitherto. To attempt to do any serious work on half a dozen subjects in three weeks is absurd, and a waste of time for both teacher and taught. A special course in elementary Manual Training should be given. It is a point worthy of consideration whether the Manual Training taken at the summer schools might not with greater advantage be devoted to work of this character rather than to the woodwork which has been taken up to the present. A large proportion of the students attending these schools are ladies, who will never be required to teach woodwork, while the majority of them would at once have facilities for putting into practical use elementary work suitable for the lower grades. Certificates have been granted for attendance, but it should be more clearly understood that these are for attendance only, not for efficiency, and that their possession confers no qualification to teach the subject for which they may be granted. This is not understood at present, and at least one educational authority has accepted a certificate gained at one of these schools, as the Departmental sanction and approval of the qualifications of a Manual Training teacher.

### Art Examinations.

The duty was assigned to me of superintending the Art Examinations, and at their conclusion I presented a report on the whole subject. Some remarks then made may very well be summarized here. The prominent feature of the results was the large number of candidates rejected. In the advanced course 61 per cent. were rejected, in the primary course 59 per cent., and in the mechanical course 34 per cent., and this when a pass required only 40 per cent. of the possible marks. The whole question of art instruction and examination demands serious consideration. There has been a far too liberal distribution of certificates: the teaching, if judged by examination results, is inefficient; the examinations are not regarded seriously, and the courses are not suitable.

Since the organization of this branch of the Department there have been issued 82,398 certificates, "the bulk of which have no market value that would enable the recipient to get a position where a knowledge of drawing is required."

The reform that would meet with the most general approval would be the abolition of the present examinations and the organization of a series for the purpose of qualifying teachers. The attention that is at present paid to drawing in all our schools for the training of teachers is insufficient. The courses taken in Model and Normal Schools and College should fit teachers to give instruction in the subject. At the conclusion of the school or college course, a special all round examination should be held, and no certificate awarded unless the candidate secured 60 or 70 per cent. of the possible marks. This would then really qualify the teacher to give instruction in the class of school for which his professional certificate would be available. The adoption of some such plan would give a progressive course, which all candidates for the teacher's diploma would be obliged to take. In these courses blackboard and free arm drawing should have a prominent place. The present examination in blackboard drawing is a complete failure, as far as enabling the teacher to use the chalk with facility is concerned. A Provincial art school, with proper financial support, efficient teaching, and suitable quarters, might control its own examinations, awarding diplomas, etc., at its discretion. The ability of the students holding such would quickly determine their value. The method of awarding grants according to the number of certificates earned should be abolished.

#### Exhibitions.

The closer the touch and the more intimate the relation of the parents to all our educational effort, the greater will be its success, and the more lasting its results. Successful attempts have been made in various parts of the Province to strengthen this touch and deepen this relationship, by holding exhibitions of the work done or by occasionally throwing the classes open to the inspection of the parents. In Cobourg, Brockville, Ottawa, Toronto, and London, exhibitions of the work have been made at the various fairs, and have attracted much favorable attention. In addition to this, "parents' day" has become a recognized feature in many schools. Work of this kind, done with a view to securing popular approval, must not be carried too far, or its educational value and significance will be apt to be relegated to the background. The most ambitious attempt made in this direction was that at the Dominion Exhibition held in Toronto. A large room was divided into three portions for Kindergarten, Manual Training, and Household Science, respectively. During the whole time the exhibition was open classes of boys and girls were at work under competent teachers. The demonstration hall was invariably crowded. The necessary expenses were borne by the Education Department and their thanks are due to the teachers of the various classes, who gave their services freely and liberally. The equipments were lent by the Toronto School Board and Mrs. Massey-Treble. Photographs of many of the Manual Training rooms in the Province were shown, together with a collection of models worked by the boys at Ryerson Public School, Toronto.

Considering the importance of a practical education having a close relation to the industrial life of the community, and the necessity of informing the people on these subjects, it might not be too much to hope that in the near future it will be possible to erect a permanent building to be devoted entirely to education and its progress.

#### Manual Training and Technical Education.

The foundation of all technical education should be "the Manual Training courses of the elementary school, not with the object of producing artisans of any kind, but for education alone." In accordance with this opinion of Dr. Seath, the Education Department has done wisely in concentrating its energies upon the foundation before attempting to raise a superstructure, and if technical education is ever to achieve



anything worth while, much attention will have to be devoted to adequate preparation in the preliminary stages, for it is a complaint of old standing that students enter technical schools totally unprepared for the work they wish to take up. Manual Training properly means any training in hand work designed primarily to improve the powers of the mind. Technical education is the training given applicable to a special calling. The student who undertakes any form of it has generally the very definite end in view of making it of direct commercial value. Its object is thus economic or utilitarian. In the two divisions—Manual Training and Technical Education—the two aims—educational and economic—to some extent overlap, and this overlapping cannot be prevented even if it were desirable that it should be. Technical Education, involving, as it does, Manual Training, has also an educational value, and Manual Training an economic one, especially in the higher forms. When we come to the basic reason for the foundation of systems of education, we find it largely utilitarian, and it is no argument against anything educational to say that it is utilitarian. Primary schools were established for the children of the "common people," to teach them "to read, write and cast accounts." High schools were to fit young men for colleges which were to train them for the professions. Educational values are undergoing revision. Is it not possible to unite both aims in our curriculum?

Now that Manual Training is firmly established, it is time to consider a wise extension, having in view a more direct application to trade and industry. Though we may obtain valuable hints and suggestions from the methods of other countries, there is no land that can supply us with a ready-made plan suitable for our own. Conditions are different and circumstances are peculiar. We must work out our own salvation. In the applied science schools of our universities, we probably have enough technical schools of college rank. Their main function is to train men for the engineering professions, who shall intelligently direct the application of natural forces to industrial and economic problems. What is now required, is something intermediate between these and the Manual Training schools. It is extremely doubtful whether for many years to come there will be any necessity for an elaborately equipped technical school in any place other than Toronto. In a number of our larger Collegiate Institutes there should be established a technical course, having relation to the industrial life of the district and the future occupation of the students. These should be distinct in aim and purpose from the usual academic course. Those schools having equipments for wood and metal work are admirably suited for courses of this character. One central school equipped and organized as some of the schools in the United States, but modified to suit our conditions, and technical extensions in several of the Collegiate Institutes, as suggested above, would adequately meet our requirements for many years. In work of this description it is essential that there should be equipment for practical application of the theories taught. Technical Instruction, so called, given in institutions lacking this equipment, only touches the very fringe of the subject. We have a striking illustration of the truth of this in the Ontario Agricultural College. Would the status of the institution have been so high had its work been restricted to scientific lectures on the growth of crops, the constituents of the soil, feeding of cattle, or the chemical processes of buttermaking? All this has been done, but it is the practical work on the farm and in the dairy that has given it life, and made the college what it is. Kingston Collegiate Institute has had such a course as that suggested for the past three years, and the results it has achieved have more than justified its establishment. Brantford has this year organized a course of the same character. In the formation of such courses the manufacturers of the district should be consulted, and their ideas and opinions have due weight attached to them, as they may be presumed to know the requirements of the neighborhood.

The question of Trade Schools is an important one, and worthy of some consideration. At present our industries have not become so specialized as to render the formation of such schools possible or desirable in any but the largest centres. If

effectively organized and efficiently equipped, two or three such schools dealing with the typical trades of Toronto might do a useful and necessary work. At present organized labor is decidedly opposed to them, but if their function were properly understood this opposition would disappear, as it has in the matter of Manual Training Schools.

#### Evening Schools and Classes.

In my last report I called attention to the fact that a Collegiate Institute possessing wood and metal work equipments offered excellent facilities for the organization of evening classes in various technical and practical subjects for artisans and mechanics. I regret not to be able to record much progress in this direction. Every country that has paid adequate attention to the question of technical education has largely developed the system of evening classes, and looks upon them as an integral part of its educational system. Such classes in Ontario would prove of great service to those engaged in the day time. Their organization should not prove difficult, as all the necessary requirements are at hand. These classes, when carried on under the approval of the Department, should receive aid and recognition. Such classes are meeting with much success at Brantford.

#### Libraries.

A matter urgently requiring attention is that of technical libraries. A section of the school library could well be set apart for books dealing with practical subjects. In some centres this is being done in connection with the Public Library. During the year there have been added to the libraries at the Normal Schools 22 books dealing with all forms of Manual Training. All through the Province I am being continually asked to recommend books on these and technical subjects. It would be advisable for the Department to publish a brief bibliography giving particulars of these and of various other sources of information open to the teacher.

I am, your obedient servant,

ALBERT H. LEAKE.

Toronto, January, 1904.

## II. HOUSEHOLD SCIENCE REPORT.

Hon. Richard Harcourt, Minister of Education :

Sir,—In presenting the first general report on Home Science for the Province of Ontario, a brief outline of the introduction, organization, and progress of this subject may lead to a clearer understanding of its purpose and place in the field of education.

#### Introduction.

In 1894 the first step was taken by the Department of Education to introduce Domestic Science into the schools of Ontario by amending the Schools Act so as to permit Trustees to add this subject to the school course. Previous to that time schools of cookery had been established in Toronto, Hamilton, and Ottawa, under the auspices of the Young Women's Christian Associations, and the training given in these schools served as a basis upon which to build some standard of efficiency for teachers of domestic science in the schools. The Department of Education arranged for special examinations for the graduates of these institutions. It proved that a system of training carried on under the auspices of philanthropic societies, and lacking unity of method or purpose, was not a satisfactory preparation for teachers in the Public and High Schools, where it is essential that the subject shall be correlated with the studies, and pedagogical principles applied.

### Organization.

In February, 1900, the Ontario Normal School of Domestic Science and Art was established in Hamilton, in affiliation with the Ontario Normal College, and aided by the Department of Education. Being the first school of the kind in Canada, it was somewhat difficult to organize the work on distinctly educational lines. The unpreparedness of the students; the idea of cookery rather than home science prevailing among parents and pupils; the absence of accurate data; the isolation from other school studies; the crowded curriculum, and many other obstacles had to be overcome before the subject could be treated intelligently and a suitable course of study adopted.

This school, the graduates of which are filling nearly all the responsible positions in the Province, as well as receiving special recognition in the United States, adopted the following course of study for the training of teachers:

#### Course of Study Ontario Normal School of D. S. and A.

##### First Year.

**Foods.**—Composition and nutritive value of food, menus, dietaries. Lectures and discussions.

**The Educational Value of Domestic Science.**—Discussion of the relation of D.S. to other school studies, and of reading on the subject.

**Household Economy.**—A study of the house, from its situation to the systematic management and daily care. Lectures, collateral reading and discussion.

**Bacteriology.**—A study of its principles and application to life.

**Chemistry.**—So arranged as to prepare the pupil for a comprehension of the principles underlying cookery, laundry work, cleaning, management of fuels, illuminants, etc.

**Physiology and Hygiene.**—The function and structure of the body, with special attention to digestion. Personal and public hygiene.

**Emergencies.**—Lectures and demonstration lessons in bandaging, etc.

**Home Nursing.**—Lectures and demonstrations.

**Psychology.**—Lectures.

**History of Education.**—Lectures.

**Science of Education.**—Lectures and discussions.

**Sewing.**—A series of models, including the various stitches, study of fabrics.

**Method of teaching sewing to large classes, etc.**

##### Second Year.

**Normal Methods.**—Principles and relation of domestic science to other school studies. Planning and presentation of lessons.

**Practice Teaching.**—By students, under the supervision of the Principal. Conferences, criticism, etc.

**Advanced Cookery.**

**Advanced Chemistry.**—Organic and physiological chemistry, and chemistry of food.

**Demonstration Lectures.**—By senior students. Observation and discussion of lecture by the class.

**Home Economics.**—Study of social conditions; household expenditure, food, and labor problems; valuations and standards of living. The ideal home.

**Dietetics.**—Calculation of dietaries for various classes, invalids, etc.

**Sanitation.**—Study of principles conducive to healthful conditions, plumbing, etc.

**Advanced Sewing.**—(Elective.)

**Physiology and Hygiene.**

**Quiz.**—By the Principal, on the principles and application of the various subjects.

The educational aspect of the work is emphasized the first year, while the second gives special attention to the professional. Owing to the absence of previous training it has been difficult to qualify even experienced public school teachers in one year. But with the organization of classes covering the elementary work in the Normal Schools, in



harmony with the course provided for specialists in domestic science, much better results may be obtained.

#### Requirements for Admission.

Students entering for the one-year course require a first-class teacher's certificate, or a university degree. For the two-years' course, a junior leaving certificate, university matriculation or its equivalent.

#### Diplomas.

Upon the satisfactory completion of the Normal course, a diploma is awarded, which includes the diploma given for domestic science, by the Department of Education, without further examination.

#### Influence of Domestic Science Instruction.

The changed attitude of the student towards domestic science has been one of the most encouraging results of the new education. The students, including experienced Public School teachers, invariably become enthusiastic over their work, and freely acknowledge the benefit derived from such instruction.

#### Progress.

In 1897 the first attempt to give organized instruction in Domestic Science to Public School children was made in Hamilton. Ten classes, of twenty-five in a class, received instruction two hours weekly. Since the opening of the Normal School of Domestic science, classes have been sent regularly from the Public Schools.

#### Sewing.

In September, 1901, a supervisor of sewing, a graduate of the Ontario Normal School of D.S. and A., was appointed by the Hamilton Board of Education. Previous to that time sewing had been taught in a haphazard fashion, without method or any appreciation of faculty development. The marked change, since the introduction of systematic instruction, has been recognized by teachers and parents, who unite in approving of this method of education. One half hour weekly is devoted to instruction in sewing to the pupils of the 1st and 2nd first book classes, and extending in time to one-hour lessons to the second book class. The work is graded, and its extension follows the promotion of the pupil. In addition to a study of the various stitches, a knowledge is given of the construction of fabrics in common use; drawing is introduced in the designing of simple patterns, which are outlined by the pupils. Talks are given by the teacher on the manufacture of needles, thread, etc., and a foundation laid for a more intelligent appreciation of the various industries engaged in the production of clothing, etc.

Stratford. In April, 1901, the School Board of Stratford established the first classes in Domestic Science as an integral part of the school system. A graduate of the Ontario Normal School of D.S. and A. was appointed instructor. An unoccupied room in the Central School was thoroughly equipped, and nine classes from the public schools and one from the Separate School received weekly instruction in this centre. During the following year a new building was erected, adjoining the Collegiate Institute, for the accommodation of Manual Training and Domestic Science classes. Upon removing from the Central School to the new building, three classes were added from the first and second junior forms of the Collegiate Institute, making an attendance of three hundred and thirty-three.

Time. The time allowed for such instruction is one lesson of two hours weekly for the Public Schools, and two lessons of one and one-half hour weekly for the Collegiate Institute pupils. The work is practically the same for all classes at the beginning, but as pupils are promoted the grade of work is advanced accordingly.

Renfrew. In December, 1901, Domestic Science instruction was introduced into the High and Public Schools of Renfrew. An excellent equipment was provided in a large and cheerful room in the High School building. A graduate of the Ontario Normal School of D.S. and A. was engaged as instructor, who has also charge of the kindergarten department. Fifty pupils from the High School, and sixty-five from the Public School receive two hours instruction weekly in Domestic Science.

Brantford. In January, 1902, eleven classes from the Public Schools and two from the Collegiate were organized in Brantford. In consideration of a Government grant, and an allowance from the School Board, the Y.W.C.A. provided a suitable room, equipment, cloak, and store room for Domestic Science instruction. A graduate of the Ontario Normal School of D.S. and A. was placed in charge, and a course similar to that adopted in Stratford has been followed.

Belleville. In March, 1902, the School Board of Belleville accepted the offer of the Albert College authorities to allow a limited number of Public School pupils to attend classes at that institution, where a complete equipment had been provided, and a graduate of the Ontario Normal School of D.S. and A. engaged as teacher of Domestic Science.

London. In September, 1902, a handsomely-equipped classroom was provided in the Collegiate Institute, in which nine classes receive instruction in Domestic Science weekly. One hour and forty minutes is allowed for each class. A graduate of the Toronto School of Domestic Science is in charge of the work. One lesson monthly is given in sewing to the pupils of the Collegiate Institute.

Hamilton. In January, 1903, an arrangement was made between the Department of Education and the Hamilton Board of Education whereby the pupils of the Collegiate Institute were allowed the use of the handsomely-equipped Domestic Science class room provided for the students of the Ontario Normal College. Ten classes from the Collegiate Institute receive weekly instruction, and in September of the same year three classes from Public Schools in the vicinity were added to this department. In September, 1903, upon the removal of the Ontario Normal School of D.S. and A. to the Macdonald Institute, at Guelph, the Hamilton Board of Education rented the classrooms formerly occupied by the Training School for Public School purposes. Fifteen classes attend this centre weekly. A graduate of Oread Institute, Worcester, Mass., is in charge of the work.

Berlin. In October, 1903, ten classes were organized for instruction in Domestic Science in Berlin. A very fine equipment, a duplicate of that in use at the Ontario Normal College, Hamilton, has been provided, and a large and imposing building is in process of erection, in which every modern improvement will be found for giving thorough instruction in Domestic Science and Manual Training. A graduate (gold medalist for 1903) of the Ontario Normal School of D.S. and A. is in charge of the work in Berlin.

Toronto. In September, 1903, a Supervisor of Domestic Science and Art was appointed by the School Board of Toronto to organize the work in that city, and to give special instruction in sewing to the Public School teachers. A graduate of the Ontario Normal School of Domestic Science and Art was chosen for this responsible position. Two centres are being handsomely equipped for Domestic Science instruction, and will be opened in a few weeks. A graduate of the Toronto Technical School, and a graduate of the Ontario Normal School of D.S. and A. will be in charge of these two centres.

Ingersoll. The School Board of Ingersoll recently decided to introduce Domestic Science into the schools of that town. An equipment is being provided, and classes will begin early in the new year.

### The Ontario Normal College

In order that all teachers should understand the relation of Domestic Science to the other school work, the Principal of the Ontario Normal College applied to the Department of Education for an equipment and teacher for that subject. A most complete equipment was provided, and in February, 1903, classes were established under the instruction of a graduate of the Ontario Normal School of D. S. and A. (the gold medalist for 1902), and an honor graduate of Queen's University.

#### Normal Schools.

For some years the students of the Toronto and Ottawa Normal Schools have received instruction in Domestic Science at the Y.W.C.A. schools, but the growing importance of the work required a more direct connection with the system of education, and the first step was taken in this direction in September, 1901, when a complete equipment was provided for the students at the Normal School in London. A special teacher (a student of Pratt Institute) was appointed to give instruction in Domestic Science and sewing two hours weekly to the students in attendance at the London Normal School.

Ottawa. Sewing has been taught in the Ottawa Normal School, but it was only in the spring of 1903, that a complete equipment was provided for instruction in Domestic Science. A special teacher is in charge of both subjects.

Toronto. A handsome new building has been erected during the past summer, adjoining the Department of Education, in which most complete provision has been made for instruction in Domestic Science. A graduate of the Ontario Normal School of D.S. and A. has been placed in charge of the work in this school.

Course of Study. The course of study prescribed for the Normal Schools is designed chiefly to establish a better understanding of the place and value of Domestic Science in the general system of education, and to secure its correlation with other school studies. While the course provided at the Normal Schools does not qualify a student to teach Domestic Science, it is accepted as an equivalent to the first year's work at the special training school.

#### Special Training School for Teachers of Domestic Science.

While the Ontario Normal School of Domestic Science and Art fulfilled the purpose for which it was established, viz., to open the way for special instruction in Domestic Science on an educational basis, and to meet the immediate demand for teachers of this subject in Ontario, it was difficult to provide the thorough training necessary for specialists in this subject, under existing conditions. Its limitations and the necessity for a more suitable building, with proper laboratories, attracted the attention of Sir William Macdonald, with the result that Canada now possesses one of the most complete (if not the most complete) Schools of Domestic Science in the world. Two buildings, one completed, the other in process of erection, for the accommodation of students who may desire to specialize in Manual Training, Nature Study, and Domestic Science, have been provided by Sir William Macdonald at a cost of nearly two hundred thousand dollars. The Macdonald Institute, Guelph, Ont., opened in October, 1903, for the reception of students for the Normal class in Domestic Science and Art. The other departments open in January, 1904. Adjoining the Macdonald Institute building, a handsome residence, with accommodation for one hundred and twenty-five students, is being erected, and will be ready for occupation next September. This school, as a department of the Ontario Agricultural College, is in affiliation with the University of Toronto, from which degrees will be conferred upon those who successfully complete the four years, or complete course.



The Ontario Normal School of D.S. and A. has been incorporated with the Macdonald Institute, and the chief members of the teaching staff transferred to that institution. The equipment and provision made for thorough instruction at this school nearly approaches the ideal, and every effort will be made to place it in the front rank of educational institutions for the Dominion.

In addition to the training of teachers of Domestic Science and Art, special courses are offered at the Macdonald Institute in Home Economics for those not intending to teach. A three months' course is provided in Domestic Science and Art for Public School teachers who may require a knowledge of the subject, as teachers in rural schools.

A summer school will be held for teachers of Domestic Science and Art.

#### Technical School, Toronto.

The Toronto Technical School offers a very complete course in Domestic Science. A graduate of Pratt Institute, Brooklyn, N.Y., is in charge of the work. One of the special objects of this school is to provide an extension course for those who have taken elementary work in public and other schools. Special courses are provided for the training of teachers, and for housekeepers.

#### The Lillian Massey School of Household Science.

Through the generosity of Mrs. Massey-Treble a well-equipped School of Domestic Science was established in Toronto some years ago for the purpose of training teachers, housekeepers, and children in the household arts. This school has done excellent work, and offers special inducements to those who wish to perfect themselves in household management. A graduate of Drexel Institute is in charge of this school.

#### Other Institutions in Which Domestic Science Receives Special Attention.

The Deaf and Dumb Institute, Belleville, has made excellent provision for a thorough training in Domestic Science. A graduate of the Ontario Normal School of D.S. and A. is in charge, and a course of study similar to that followed in the Public Schools has been adopted.

Alma College, St. Thomas ; The Ontario Ladies' College, Whitby ; Albert College, Belleville, and several private schools throughout the Province provide special courses in Domestic Science.

#### Toronto University.

The University of Toronto has established a four-years' course, leading to the degree of Bachelor of Household Science.

#### Equipment of Schools.

In providing an equipment for Public School classes in Domestic Science, two things must be considered, viz., order and efficiency. The time given to this work is so limited that unless instruction can be carried out promptly, much valuable time is lost. It is desirable that each pupil should have a complete set of working utensils, so as to establish a sense of individual responsibility. The former idea of pupils working in groups has been abandoned in schools where the educational value of the work is considered.

The equipments provided for the Normal Schools of Ottawa, Toronto, London, and the Normal College, Hamilton, are excellent examples of a complete, yet comparatively inexpensive, equipment for Public and High Schools.

Cost. An exaggerated idea of expense is the chief obstacle to the introduction of Domestic Science into the schools. The initial expense of equipment, which may cost from \$300 to \$600, according to quantity and quality chosen, is the chief item,

apart from the teacher's salary. From \$10 to \$20 a year will cover repairs to equipment, etc.; \$100 to \$150 a year will provide the necessary working material. Teachers' salaries are from \$500 (the minimum for qualified teachers) upwards. Therefore, a centre, providing accommodation for three hundred pupils, may be satisfactorily conducted at an annual cost of \$700. The classes are usually held in a school building, within easy reach of the pupils attending other schools. One classroom will accommodate two hundred and fifty pupils in ten classes of twenty-five in each, allowing two hours a week for each class. If one-and-a-half-hour lessons are given, five additional classes may be held, allowing an attendance at one centre of three hundred and fifty.

### Course of Study in High and Public Schools.

In April, 1903, a Domestic Science section was organized as a department of the Ontario Educational Association. A committee was appointed to prepare a course of study for Domestic Science in the High and Public Schools, which course was submitted to the Standing Committee appointed to draft a new course of study for the schools of Ontario. The course submitted met with the approval of the Standing Committee, and the various teachers of Domestic Science have been instructed to arrange their work in harmony with the course prescribed.

Hitherto, owing to the absence of an organized standard, the work has been carried on according to the special plan of each teacher. This arrangement has not proved satisfactory, and the adoption of a graded course, with unity of work, was found necessary. In preparing the course of study the subject was considered from three points of view, that of the individual, that of the school, and that of society.

Nomenclature. Hitherto this group of studies has been discussed and treated under the title of Domestic Science, but upon the adoption of a standard course of study this title was not considered sufficiently comprehensive, and the broader and more appropriate term Home Science was unanimously adopted by the committee appointed to draft the course of study, with the hope that in future this term would be substituted for that in former use.

Home Science—What is it? A definition of Home Science, given by a leading authority, is as follows: "A combination of household arts based on a number of sciences, and leading to the study of economics."

The chief value of such instruction lies in its power to awaken interest in matters pertaining to the home. On the principle that it is better "to idealize the real, rather than to realize the ideal," the course of study has been planned for the purpose of directing the intellectual faculties towards the idealization of the home. Every consideration has been given to the fact that the great majority of pupils requiring such instruction attend the Public School only, and while the scientific and economic phases of the question belong to the High School, the course has been so arranged as to enable all pupils to understand the principles underlying the management of a home.

### Summary.

While much interest has been aroused, and remarkable progress made towards the introduction of Home Science into the schools of Ontario, much remains to be done both in extent and efficiency of work. Until the teachers of other school subjects understand the connection between Home Science and education in general, and complete correlation is established, it will be impossible to properly estimate the value of such instruction.

It is freely conceded, by the educational authorities of the United States, that Ontario has laid the best foundation for this branch of education of any country. This is due to its organization by the Department of Education on an educational basis, and the grading of the work from the elementary schools through to the University. The

subject has been given intelligent recognition by the educational authorities, and provision made for its extension wherever it was necessary. The demand for qualified teachers has been in excess of the supply. Much interest has been aroused in the question of home education by the Women's Institutes of the Province. Several graduates of the Ontario Normal School of Domestic Science and Art, and graduates of the Domestic Science Schools of Toronto, have been employed by the Department of Agriculture as travelling teachers for the institutes.

The course of study now given in the Normal Schools will enable teachers in the rural schools to give elementary instruction in home science.

While an effort has been made to convey some idea of the progress made in this branch of education in Ontario through this report, it has been impossible, owing to limited space, to give the various testimonies of High and Public School Principals, Trustees and parents in favor of such instruction.

One of the most gratifying results of the introduction of this subject into the schools has been the increased interest taken in school matters by the parents, especially the mothers. Although established under difficulties, and the work necessarily experimental, the greatest satisfaction prevails wherever the studies have been introduced. With improved organization, a higher standard of work, and thoroughly trained teachers, the future home-makers of Ontario should be well equipped for their duties.

ADELAIDE HOODLESS.

January, 1904.



## APPENDIX K.—STATISTICS OF COUNTY

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of assistants with 1st class certificates.	No. with second class.
1 Athens .....	C. Ross McIntosh .....	I	\$ 700	1901	All day.....		4
2 Barrie .....	W. J. Hallett .....	I	900	1893	" .....		8
8 Beamsville .....	R. Alexander .....	I	600	1903	" .....		4
4 Berlin .....	J. Suddaby .....	I	1,150	1877	All except 2 hrs. a week	1	9
5 Bracebridge .....	Wm. Rammin .....	I	a280	1902	All day.....	1	7
6 Bradford .....	A. N. Scarrow .....	I	750	1902	" .....		3
7 Brampton .....	Jas. A. Underhill .....	I	750	1903	" .....	1	7
8 Caledonia .....	John B. Widdis .....	I	650	1902	" .....	1	3
9 Chatham .....	J. W. Plewes .....	I	1,100	1900	" .....		16
10 Clinton .....	W. R. Lough .....	I	900	1884	" .....		6
11 Cornwall .....	S. J. Keys .....	I	920	1902	" .....		12
12 Durham .....	Thos. Allan .....	I	700	1888	" .....	1	4
13 Elora .....	D. T. Wright .....	I	b	1903	" .....	1	4
14 Forest .....	Jas. Campbell .....	I	775	1894	" .....		5
15 Gananoque .....	J. C. Linklater .....	I	1,000	1888	" .....	1	5
16 Goderich .....	Jas. H. Tigert .....	I	750	1902	" .....	1	8
17 Hamilton .....	John B. Robinson, B.A .....	I	950	1902	" .....	3	6
18 Ingersoll .....	H. F. McDiarmid .....	I	1,000	1885	" .....	2	9
19 Kincardine .....	W. B. Beer .....	I	800	1903	" .....	1	6
20 Kingston .....	R. F. Greenlees .....	I	750	1902	" .....	5	45
21 Lindsay .....	G. E. Broderick .....	I	1,200	1888	" .....	2	18
22 London .....	Geo. B. Kirk .....	I	1,200	1900	5 hours .....		10
23 Madoc .....	T. C. Tice .....	I	800	1897	All day .....		5
24 Meaford .....	M. N. Clark, B.A .....	I	800	1899	" .....		5
25 Milton .....	Wm. F. Inman .....	I	780	1893	" .....	2	3
26 Minden .....	Wm. J. Stevenson .....	I	500	1901	" .....		2
27 Mitchell .....	J. H. W. McRoberts .....	I	700	1899	" .....	2	3
28 Morrisburg .....	A. E. Meldrum .....	I	800	1895	" .....		4
29 Mount Forest .....	G. R. Theobald .....	I	800	1900	" .....		8
30 Napanee .....	C. H. Edwards, B.A .....	I	1,000	1899	" .....	2	7
31 Newmarket .....	J. F. Harvey, B.A .....	I	700	1903	" .....	1	5
32 Norwood .....	R. H. Leighton .....	I	600	1902	" .....		4
33 Orangeville .....	W. N. Armstrong .....	I	800	1885	" .....		9
34 Owen Sound .....	T. A. Reid .....	I	1,100	1894	" .....		11
35 Parry Sound .....	A. M. Currie .....	I	900	1896	" .....	2	4
36 Perth .....	M. M. Jaques .....	I	1,000	1884	" .....		9
37 Picton .....	S. C. Woodworth .....	I	800	1901	" .....	2	7
38 Port Hope .....	A. A. Jordan .....	I	1,100	1903	" .....		13
39 Port Perry .....	R. F. Downey .....	I	750	1902	" .....	2(1B.A.)	3
40 Prescott .....	H. W. Kerfoot, B.A .....	I	900	1903	" .....		7
41 Rat Portage .....	J. W. Forhan .....	I	900	1903	" .....	2	9
42 Renfrew .....	G. G. McNab, M.A .....	I	700	1903	" .....	1	6
43 St. Thomas .....	cSidney Silcox, B.A., D.Paed .....	I	1,200	1899	" .....		10
44 Sarnia .....	A. Wark .....	I	950	1877	" .....	1	8
45 Simcoe .....	Isaac S. Rowat .....	I	800	1889	" .....	2	5
46 Stratford .....	cJ. Russell Stuart .....	I	1,200	1887	" .....	1	24
47 Strathroy .....	Thos. Dunsmore .....	I	850	1882	" .....		9
48 Tarento .....	W. E. Groves .....	I	1,450	1895	" .....	1	10
49 Toronto Junction .....	W. Wilson .....	I	1,000	1889	" .....		25
50 Vankleeckhill .....	A. H. Fairchild, B.A .....	I	720	1902	" .....		4
51 Walkerton .....	W. R. Manning .....	I	800	1902	" .....	1	7
52 Welland .....	David Hicke, B.A .....	I	600	1903	" .....	1	4
53 Whitby .....	J. A. Brown .....	I	950	1877	" .....	1	3
54 Windsor .....	David M. Eagle .....	I	1,000	1901	" .....	1	11
55 Woodstock .....	Samuel Netbercott .....	I	1,000	1892	" .....		29
Totals.....	9 University graduates .....	55 I				47	472

a For the term. b Not reported. c Inspector of Public Schools.

## MODEL SCHOOLS, 1903.

No. with 3rd class.	No. with other class.	Time assistant relieved Principal from Public School work daily.	Is separate room provided?	No. of volumes in professional library.	Government grant.	Municipal grant.	Fees.	No. of divisions in school or schools.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1		All day....	Yes.	140	\$ 300	\$ 150	\$ 130	5	4	6 or 7	6 or 7	4 weeks	6 weeks
2		"	"	126	150	150	140	8	8	3 or 4	3 or 4	6 "	6 "
3		All day	"	145	150	150	105	4	4	10 or 11	5 or 6	6 "	2 mos.
4		All except 2 hrs a week	"	143	300	300	40	10	10	1 or 2	1 or 2	6 "	6 weeks
5	2	"	"	150	300	.....	90	12	10	3	3	6 "	7 "
6	1	All day	"	112	150	150	145	4	4	4	4	6 "	7 "
7	1	"	"	119	150	250	55	9	7	2 or 3	2 or 3	6 "	7 "
8		"	"	140	150	150	90	4	4	4 or 5	4 or 5	6 1/2 "	6 1/2 "
9		"	"	403	150	150	125	16	16	3	3	6 "	6 "
10		"	"	120	150	150	170	7	7	4 or 5	4 or 5	6 "	6 "
11		"	"	175	150	150	140	12	11	3	3	6 "	8 "
12	1 B.A.	"	"	105	150	150	70	7	5	3	3	6 "	7 "
13		"	"	128	150	150	75	5	5	3	3	6 "	6 "
14		"	"	120	150	150	120	6	6	4	4	6 "	7 "
15	5	"	"	130	150	150	35	12	6	2	2	6 "	7 "
16	2	"	"	119	150	150	135	11	11	4	4	6 "	6 "
17	1	"	"	225	150	150	205	10	9	2	2	1 "	7 "
18		"	"	130	150	200	70	14	10	3	3	5 "	6 "
19		All day	"	125	150	150	80	7	7	3	3	6 "	6 "
20		"	"	197	150	150	150	50	23	3	3	4 "	4 "
21		"	"	150	150	150	170	20	17	2	2	5 "	7 "
22		"	"	97	150	435	135	10	10	3	3	4 "	2 "
23	1	"	"	230	150	300	135	6	6	4 or 5	4 or 5	5 "	5 "
24	1	"	"	101	150	150	65	8	8	3	3	6 "	7 "
25	2	"	"	119	150	200	100	7	5	4	4	6 "	6 "
26		"	"	182	150	150	25	3	3	2 or 3	2 or 3	6 "	7 "
27	1	"	"	126	150	150	70	7	7	2 or 3	2 or 3	6 "	6 "
28	3	"	"	130	150	150	155	7	6	6	6	5 "	6 "
29		"	"	130	150	150	147	8	8	3 or 4	3 or 4	5 "	6 "
30	1	"	"	200	150	150	130	10	8	3 or 4	3 or 4	5 "	5 "
31		All day	"	140	150	150	50	5	5	2	2	7 "	7 "
32		"	"	111	150	150	165	5	5	6 or 7	6 or 7	2 "	5 "
33	1	"	"	127	150	150	95	10	5	4	4	7 "	7 "
34		"	"	210	150	150	75	11	10	2	2	6 "	8 "
35	4	All day	"	124	300	.....	95	10	6	4	4	6 "	6 "
36	1	"	"	141	150	150	5	10	8	3 or 4	3 or 4	7 "	7 "
37	1	"	"	250	150	150	85	10	10	2 or 3	2 or 3	6 "	6 "
38	2	"	"	152	150	300	110	15	15	1 or 2	1 or 2	6 "	6 "
39	1	"	"	129	150	150	100	7	7	2	2	5 "	6 "
40		"	"	157	150	150	120	7	7	3 or 4	3 or 4	6 "	6 "
41	1	"	"	15	300	.....	12	10	3	3	3	6 "	6 "
42		"	"	117	150	150	185	7	6	4 or 5	4 or 5	6 "	6 "
43		"	"	142	150	150	180	11	11	4 or 5	4 or 5	5 1/2 "	5 1/2 "
44		"	"	122	150	150	125	9	8	3 or 4	3 or 4	6 "	6 "
45		All day	"	174	150	150	70	8	7	2	2	6 "	8 "
46		"	"	300	150	150	165	25	22	3	3	6 "	6 "
47		All day	"	133	150	150	120	9	9	2 or 3	2 or 3	6 "	6 "
48		"	"	241	150	150	100	12	11	12 or 13	12 or 13	6 "	6 "
49		"	"	135	150	150	105	25	25	3	3	6 "	6 "
50		"	"	95	150	150	85	4	4	4 or 5	4 or 5	6 "	7 "
51		"	"	130	150	150	120	9	9	3	3	2 "	6 1/2 "
52	1	"	"	50	150	.....	90	5	4	4	4	6 "	6 "
53	3	"	"	155	150	150	45	7	7	3	3	6 "	7 "
54	1 B.A.	"	"	121	150	150	110	14	14	2	2	6 "	7 "
55		"	"	239	150	150	90	30	20	2	2	6 "	8 "
34	8			8,227	8,850	8,585	5,792	.....	.....	.....	.....	.....	.....

## APPENDIX K.—STATISTICS OF COUNTY

Name of Model School.		Number of weeks students teach in the divisions.	Number of hours per day.	Number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of each lesson.	Time students remain in a division before passing to another.
1	Athens. ....	6	1 to 1 $\frac{1}{4}$	11	20	47	20 min.	1 week.
2	Barrie. ....	7	1 $\frac{1}{2}$	16	20	35	16 "	1 "
3	Beamsville. ....	3	1 $\frac{1}{2}$	8	16	42	20 "	1 day.
4	Berlin. ....	6	1 $\frac{1}{2}$	15	24	13	25 "	1 week.
5	Bracebridge. ....	4	1	10	18	32	20 "	3 days.
6	Bradford. ....	6	1 $\frac{1}{2}$	10	16	46	20 "	4 "
7	Brampton. ....	6	to 1	14	20	12	20 "	1 week.
8	Caledonia. ....	1 $\frac{1}{2}$	3	4	16	72	25 "	1 "
9	Chatham. ....	6	1	24	21	22	20 "	1 "
10	Clinton. ....	5	1	16	20	42	20 "	3 days.
11	Corawall. ....	4	1 $\frac{1}{2}$	25	28	16	20 "	2 "
12	Durham. ....	4	1 $\frac{1}{2}$	12	18	21	20 "	2 "
13	Elora. ....	5	1	11	18	24	20 "	4 "
14	Forest. ....	6	1 $\frac{1}{2}$	17	18	23	20 "	1 week.
15	Gananoque. ....	6	1	15	23	11	20 "	1 "
16	Goderich. ....	5	1 $\frac{1}{2}$	22	18	22	20 "	4 days.
17	Hamilton. ....	7	1 $\frac{1}{2}$	150	20	5	24 "	2 "
18	Ingersoll. ....	5	1 $\frac{1}{2}$	14	16	16	20 "	1 week.
19	Kincardine. ....	5	2 $\frac{1}{2}$	21	23	18	25 "	1 "
20	Kingston. ....	8	1	24	23	9	20 "	4 days.
21	Lindsay. ....	5	to 1	50	16	11	22 $\frac{1}{2}$ "	2 "
22	London. ....	7	1	10	20	54	20 "	2 "
23	Madoc. ....	1	1	15	17	29	15 "	2 or 3 days
24	Meaford. ....	6	1 $\frac{1}{2}$	13	22	22	20 "	3 days.
25	Milton. ....	6	1 $\frac{1}{2}$	17	20	23	20 "	1 week.
26	Minden. ....	5	1	12	25	10	20 "	1 "
27	Mitchell. ....	7	1 $\frac{1}{2}$	10	22	31	20 "	4 days.
28	Morrisburg. ....	6	1 $\frac{1}{2}$	14	15	37	20 "	1 week.
29	Mount Forest. ....	6	1 $\frac{1}{2}$	17	22	36	20 "	2 days.
30	Napanee. ....	6	1 $\frac{1}{2}$ to 1 $\frac{3}{4}$	11	28	66	25 "	1 week.
31	Newmarket. ....	5	1 $\frac{1}{2}$	12	26	21	25 "	1 "
32	Norwood. ....	5	1	11	15	45	20 "	2 days.
33	Orangeville. ....	6	1 $\frac{1}{2}$	10	19	36	20 "	1 week.
34	Owen Sound. ....	6	1 $\frac{1}{2}$	18	20	17	20 "	2 days.
35	Parry Sound. ....	6	2 $\frac{1}{2}$	12	22	35	20 "	1 week.
36	Perth. ....	7	1 $\frac{1}{2}$	16	21	29	20 "	1 "
37	Pictou. ....	5	1 $\frac{1}{2}$	11	20	31	20 "	4 days.
38	Port Hope. ....	6	1 $\frac{1}{2}$ to 1 $\frac{1}{2}$	27	20	16	25 "	1 week.
39	Port Perry. ....	6	1	12	25	17	25 "	1 "
40	Prescott. ....	6	2 (3 d'ys w'k)	12	19	38	20 "	1 "
41	Rat Portage. ....	6	1 $\frac{1}{2}$	15	30	6	20 "	1 "
42	Renfrew. ....	7	1 $\frac{1}{2}$	8	14	65	15 "	1 "
43	St. Thomas. ....	6	2 $\frac{1}{2}$	12	20	60	20 "	4 or 5 days
44	Sarnia. ....	7	1 $\frac{1}{2}$	20	24	30	20 "	4 days.
45	Simcoe. ....	4	1	12	21	25	25 "	3 "
46	Stratford. ....	6	1 $\frac{1}{2}$	62	24	12	20 "	1 week.
47	Strathroy. ....	6	1 $\frac{1}{2}$	27	27	24	20 "	3 to 4 days
48	Toronto. ....	5	1 $\frac{1}{2}$	11	20	45	25 "	1 day.
49	Toronto Junction. ....	6	1 $\frac{1}{2}$	30	18	12	20 "	3 days.
50	Vankleekhill. ....	5	2 $\frac{1}{2}$	12	22	31	20 "	1 week.
51	Walkerton. ....	7	1	16	20	29	20 "	3 days.
52	Welland. ....	7	1 to 1	5	10	36	30 "	2 "
53	Whitby. ....	6	1 $\frac{1}{2}$	17	30	16	20 "	1 week.
54	Windsor. ....	6	1	21	20	21	20 "	1 "
55	Woodstock. ....	6	3 to 1	20	20	18	$\frac{1}{2}$ to $\frac{3}{4}$ hr.	4 days.
Totals. ....								



MODEL SCHOOLS.—*Concluded.*

Number of students on roll.		Male.	Female.	Number who passed the final examination.			Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with Primary standing.	Number with District Certificates.	Allowance made by trustees to Principal's assistant.	Number of renewals granted by the Board.	Average age of students.
				Male.	Female.	Total.							
1	26	7	19	7	19	26		25	1		8	1	18.8 yrs.
2	28	10	18	10	18	28		28			120	3	20.17 "
3	21		14	5	12	17		21			125	3	18.2 "
4	8	3	5	3	5	8					245	1	19 "
5	18	2	16	2	16	18		4		14		9	17.75 "
6	29	7	22	7	22	29		12		17	125		19 "
7	8	3	5	3	5	8	1	7			100		18.5 "
8	18	4	14	4	14	18		18			125	3	18.67 "
9	25		18	6	18	24	1	24			160	18	18.33 "
0	34	13	21	13	21	34	2	32			140	5	18.75 "
1	28	7	21	7	21	28		18		6	150	15	19 "
2	14	3	11	3	11	14	1	9		4	175	8	19 "
3	15	4	11	4	11	15		15			125	1	19 "
4	22	8	14	8	14	22	2	20			130		19 "
5	7		7		7	7		7			175	1	18 "
6	27	8	19	8	19	27	4	23				8	18.5 "
7	41	8	33	7	31	38		37	1	3		5	19.5 "
8	14	3	11	3	11	14		14					19 "
9	16	4	12	4	12	16	1	14	1		130	6	19.31 "
0	9	1	8	1	8	9		9				12	19 "
1	34	7	27	7	27	34	1	31		2		6	18.9 "
2	27	10	17	10	16	26		27			250		19 "
3	26	7	19	7	19	26	1	15		10	140	12	19.4 "
4	13	5	8	5	8	13		12		1	160	1	20 "
5	20	2	18	2	18	20	2	15		3	145	9	19 "
6	5	2	3	2	3	5		2		3		10	18 "
7	14	7	7	6	5	11	1	13			140		18.5 "
8	35	12	23	12	23	35	3	28		4	75		19.4 "
9	28	6	22	6	22	28	1	27			125	3	19 "
0	28	9	17	9	17	26	4	11		11		4	18.5 "
1	10	2	8	2	8	10		9		1		4	18.7 "
2	33	6	27	5	26	31	1	24		8	130		18 "
3	19	4	15	3	14	17		17		2	120	13	19 "
4	15	2	13	2	9	11		11		4		9	21 "
5	19	6	13	6	13	19		5		14		15	18 "
6	22	2	20	2	20	22	2	18		2	150	8	18.75 "
7	17	4	13	4	13	17	1	15		1		7	19.6 "
8	22	8	14	7	14	21	1	21				7	19 "
9	8	4	4	4	4	8	1	6		1	130	15	21.6 "
0	24	7	17	7	17	24	3	17	1	3	150	3	19 "
1	3		3		3	3		2		1	200	3	18 "
2	37	2	35	2	35	37	1	18		18	125	30	19 "
3	36	11	25	11	25	36	2	31		3		8	19.08 "
4	25	7	18	7	18	25	2	23					19.24 "
5	14	5	9	5	9	14	2	12			160	8	19 "
6	31	8	23	6	23	29	3	28				3	18.5 "
7	24	10	14	10	14	24	2	22			175	2	19.17 "
8	25		25		24	24	3	21	1				19.8 "
9	21	9	12	9	12	21		21					19 "
0	17	5	12	5	12	17		12		5	140	11	18.82 "
1	23	12	11	12	11	23	3	19	1		150	3	18.75 "
2	18		18		18	18	1	16		1		8	20.5 "
3	9	4	5	4	5	9	3	6				4	19 "
4	22	4	18	4	17	21	1	20		1	210	11	19.45 "
5	18	7	11	7	11	18		18				7	19.11 "
1,148	305	843	295	828	1,123	61	938	6	143				19 years

APPENDIX L.—PROVINCIAL NORMAL AND MODEL SCHOOLS, ONTARIO  
NORMAL COLLEGE.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1. Staff of Toronto Normal School.

Wm. Scott, B.A .....	Principal.
W. H. Elliott, B.A.....	Vice-Principal.
A. C. Casselman.....	Drawing Master.
A. T. Cringan.....	Music Master.
Jas. H. Wilkinson.....	Instructor in Manual Training.
Miss Nina A. Ewing.....	Instructor in Household Economics.
Miss Mary E. MacIntyre.....	Instructor in Kindergarten Principles.
Wm. Oldright, M.D.....	Instructor in Hygiene.
Mrs. Jean Somers .....	Instructor in Calisthenics.
Mrs. Emma Macbeth.....	Instructor in Needle Work.
Sergeant-Major D. Borland.....	Instructor in Drill.

Students Admitted, 1903.

	Male.	Female.
First Session .....	16	123
Session, 1903-4.....	3	94
Total.....	19	217—236.

2. Staff of the Provincial Model School, Toronto.

Angus McIntosh.....	Head Master.
Miss M. Meehan .....	First Female Assistant.
R. W. Murray.....	First Male Assistant.
Miss May K. Caulfeild.....	Assistant.
Miss A. F. Laven.....	Assistant.
Mr. Thomas M. Porter.....	Assistant.
Mr. Milton A. Sorsoleil .....	Assistant.
Miss F. M. Taylor .....	Assistant.
Miss A. E. G. Wilson .....	Assistant.
Miss Jeannie Wood .....	Assistant.
A. C. Casselman.....	Drawing Master.
A. T. Cringan.....	Music Master.
Miss Mary E. MacIntyre .....	Kindergarten Directress.
Miss Ellen Cody .....	Kindergarten Assistant.
Mrs. Jean Somers .....	Instructor in Calisthenics.
Mrs. Emma Macbeth .....	Instructor in Needle Work.
Sergeant-Major D. Borland.....	Drill Master.
Eugene Masson .....	French Teacher.
Jas. H. Wilkinson .....	Instructor in Manual Training.
Miss Nina A. Ewing .....	Instructor in Household Economics.

Number of pupils in 1903 .....	533
Number of Kindergarten pupils in 1903.....	65

## II. PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

## 1. Staff of Ottawa Normal School.

James F. White .....	Principal.
S. B. Sinclair, M.A., Ph. D. ....	Vice- Principal.
J. A. Dobbie .....	Drawing and Writing Master.
T. A. Brown .....	Music Master.
Miss E. H. Keyes, B.E. ....	Instructor in Elocution and Physical Culture.
Miss Eliza Bolton .....	Lecturer on Kindergarten Principles.
Miss B. Livingstone .....	Lecturer on Domestic Science.
J. S. Harterre .....	Instructor in Manual Training.

## Students Admitted, 1903

	Male.	Female
First Session .....	8	114
Session, 1903-4 .....	5	34
Total .....	13	148—161

## 2. Staff of Provincial Model School, Ottawa.

J. H. Putman, B.A. ....	Head Master.	
J. F. Sullivan .....	First Assistant.	
F. A. Jones .....	Second Assistant.	
Miss M. Hope Merritt .....	Third Assistant.	
Miss M. E. Butterworth .....	First Female Assistant.	
Miss Florence Hanington .....	Second Female Assistant.	
Miss A.G. Hanahoe .....	Third Female Assistant.	
Miss J. Foster .....	Fourth Female Assistant.	
Miss Eliza Bolton ....	Kindergarten Directress.	
Miss J. Stocks .....	Kindergarten Assistant.	
J. A. Dobbie .....	Drawing and Writing Master.	
T. A. Brown .....	Music Master.	
Miss E. H. Keyes, B.E. ....	Teacher of Physical Culture.	
Miss B. Livingstone .....	Teacher of Domestic Science.	
J. Fleury .....	French Teacher.	
J. S. Harterre .....	Manual Training Instructor.	
Number of pupils, 1903 .....		381
Number of Kindergarten pupils, 1903 .....		88

## III. PROVINCIAL NORMAL SCHOOL, LONDON.

## Staff of London Normal School.

F. W. Merchant, M.A., D. Pæd. ....	Principal.
John Dearness, M.A. ....	Vice-Principal.
S. K. Davidson .....	Drawing Master.
Fred L. Evans .....	Music Master.
Miss Agnes Mackenzie .....	Teacher of Kindergarten Principles.
Sugden Pickles .....	Manual Training Instructor.



## Students Admitted, 1903.

	Male.	Female.
First session .....	16	99
Session, 1903-4 .....	6	68
Total .....	22	167—189

## IV.—ONTARIO NORMAL COLLEGE.

## Officers :

J. A. McLellan, M.A., LL.D., Principal.

R. A. Thompson, B.A., Vice-Principal.

## Faculty :

J. A. McLellan, M.A., LL.D .....	Professor of Education.
R. A. Thompson, B.A .....	Lecturer on School Management.
J. B. Turner, B.A .....	Lecturer on Methods in Chemistry, Botany and Zoology.
J. T. Crawford, B.A .....	Lecturer on Methods in Mathematics.
W. M. Logan M.A .....	Lecturer on Methods in Classics.
E. S. Hogarth, B. A .....	Lecturer on Methods in Modern Languages.
F. F. Macpherson, B.A .....	Lecturer on Methods in Literature and Composition.
S. A. Morgan, B.A., D. Pæd .....	Lecturer on Methods in English Grammar and Rhetoric.
A. Paterson, M.A .....	Lecturer on Methods in History and Geography.
J. Gill, B.A., B. Pæd .....	Lecturer on Methods in Physics.
Agnes Knox-Black .....	Lecturer on Reading and Elocution.
J. C. McCabe, M.D .....	Lecturer on School Hygiene and Sanitation.
G. L. Johnston, B.A. ....	Lecturer on Writing and Drawing.
M. C. Macpherson, B.A .....	Domestic Science Instructor.
W. Bailey .....	Manual Training Instructor.
J. Johnson .....	Music.
T. E. Parkhill, Sergt. ....	Drill, Gymnastics and Calisthenics.

## Students Admitted, Session, 1903-4.

Male .....	37
Female .....	90
Total .....	127

## APPENDIX M.—HIGH SCHOOL CADET CORPS, 1903.

Name of School.	Number of N. C. Officers and boys in the Corps.	Drill.	Remarks of Militia Officers.
Arthur .....	29	Good.....	For a company only organized recently, they made an excellent showing. Both the principal and instructor are enthusiastic and are receiving support from the trustees.
Barrie .....	34	Good.....	A satisfactory report.
Brantford .....	37	Good.....	A very satisfactory report.
Chatham .....	42	Very good.....	They are all uniformed in this company and present a good appearance in khaki. Instructor very good, but apparently handicapped by want of interest taken by principal.
Cobourg.....	40	Good.....	A satisfactory report.
Collingwood.....	32	Good.....	A satisfactory report.
Dundas .....	25	Fair .....	Fairly satisfactory. Six boys absent on account of measles.
Dunnville .....	26	Fair .....	Fairly satisfactory.
Galt .....	38	Excellent .....	An excellent company in every respect, with good instructors and a principal who takes an interest.
Goderich .....	39	Very good .....	This company presented a good appearance in khaki and straw hats. Several members were absent in camp. The junior company was on parade at marine uniform.
Guelph .....	59	Good.....	A very good company under a good instructor; strong in numbers; regret did not take up musketry this year.
Hamilton .....	36	Good.....	Very satisfactory report.
Lindsay .....	42	Good.....	Satisfactory report.
London .....	27	Indifferent .....	A very unsatisfactory inspection. There is a want of enthusiasm in the school which cannot be accounted for. A very bad report.
Markham .....	39	Good.....	Satisfactory.
Morrisburg .....	35	Very good.....	A satisfactory report.
Mount Forest ..	46	Very good.....	This company is well drilled and takes great interest in shooting and work generally. The instructor is first rate and very keen about his corps. One defective rifle.
Napane .....	42	Very good .....	A satisfactory report.
Niagara Falls...	25	Fair .....	Sickness accounts for small attendance. A satisfactory report.
Norwood .....	25	Good.....	A satisfactory report.
Orillia .....	31	Fair .....	Satisfactory.
Ottawa .....			(No report.)
Owen Sound .....	46	Very good.....	A very satisfactory report.
Peterborough...	37	Good.....	A satisfactory report.
Petrolia .....	22	Fair .....	This company being inspected on Saturday, very few boys were on parade. They had been drilled but knew nothing of skirmishing. There is a lack of interest in this corps.
Port Perry .....	30	Fair .....	A satisfactory report.
Ridgetown .....	28	Fair .....	Only just organizing; will be a good company.
St. Catharines...	31	Good.....	Satisfactory.
St. Thomas.....	51	Excellent .....	By far the best company in the district. They are almost perfect in all details, owing to the interest taken by the principal and the invaluable work performed by the instructor.
Seaforth .....	43	Fair .....	This company was badly dressed, there being no uniformity. Instructor not very enthusiastic and principal apparently takes no interest.
Strathroy .....	40	Very good .....	A very good company with an enthusiastic instructor. The principal takes a great interest.
Toronto—			
Harbord St....	44	Good.....	Satisfactory.
Jameson Ave....	36	Very good .....	Very satisfactory.
Jarvis St.....	43	Very good.....	Satisfactory.
Uxbridge .....	29	Good.....	Satisfactory.
Vankleekhill ..	29	Good.....	A satisfactory report.
Woodstock .....	35	Excellent .....	An excellent corps with an excellent instructor and a principal who encourages the corps.

## THE BECK SHIELD.

Colonel Peters, D. O. C., Military District No. 1, reports that, in the musketry competition for the shield presented by His Worship, Mayor Beck, to the School Corps of Military District No. 1, the following scores were made:

The result was a "win" for the St. Thomas Cadet Corps, with the fine score of 149 out of a possible 200 heads.

Last year it was won by Mount Forest.

School.	Score.	Umpire.
Woodstock .....	99	Capt. Uniacke.
Arthur .....	51	Capt. Campbell.
London .....	96	Major MacQueen.
Strathroy .....	119	Capt. Layborn.
Goderich (retired) .....	.....	Capt. Coombe.
St. Thomas .....	149	Capt. Kingsmill.
Mount Forest .....	120	Capt. Smith.
Galt .....	75	Col. Peters.
Chatham (retired) .....	.....	.....
Seasforth .....	100	Capt. McTaggart.

Teams of twenty boys each.

## APPENDIX N.—SUPERANNUATED TEACHERS.

(Continued from Report of 1902.)

## \* 1. ALLOWANCES GRANTED DURING 1903.

Register No.	Name.	Age.	Post Office.	Years of service.	Allowance.
					\$ c.
1112	Smith, Abram R .....	60	Stratford .....	40½	282 50
1113	Robertson, Gavin E. ....	55	Perry Station .....	14½	101 50
1114	Pollock, James E. ....	54	Ravenshoe .....	4	28 00
1115	Cochrane, Jno. G. ....	54	Jerseyville .....	35	245 00
1116	Gray, Jno. ....	63	Beeton .....	8½	59 50
1117	Cull, Frederick, A. ....	52	Guelph .....	29½	204 00
1118	Hall, Richard D. ....	60	Kincardine .....	40½	283 50
1119	Husband, Henry .....	67	Oakville .....	42½	297 50
1120	+Alexander, Robt .....	70	Galt .....	48½	339 50
1121	+Smith, David .....	50	Hepworth .....	25½	171 50
1122	+Mills, David .....	63	Bayview .....	32	220 50

## 2. SUMMARY FOR YEARS 1882-1903.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882 .....	422	51,000 00	13,501 08	3,660 10
1887 .....	454	58,295 33	1,489 00	3,815 80
1892 .....	456	63,750 00	1,313 50	786 86
1897 .....	424	62,800 33	847 00	620 27
1902 .....	407	64,244 92	1,073 50	722 78
1903 .....	398	63,267 43	996 00	470 25

Eight teachers' subscriptions were withdrawn from the fund during 1903.

\* As the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given above.

+ Allowance commences with 1904.



APPENDIX O.—LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1903, ETC.

1. PUBLIC SCHOOL INSPECTORS.

Anderson, William George, B. A.  
 Christie, Duncan M., B. A.  
 Elliott, Thomas, B. A.  
 Fletcher, William Hugh, M. A.  
 Gill, James, B. A., B. Pæd.  
 Hedley, William Powell, B. A.  
 Keillor, James, B. A.  
 Knox, Robert Hunter, B. A.  
 MacDonald, George Leslie, B. A.

McKay, Donald A., B. A.  
 Morgan, John James, B. A.  
 Morrison, A. Selkirk, B. A.  
 Newcombe, Abram Cooke, B. A.  
 Reed, George Henry, B. A.  
 Smith, Arthur, B. A.  
 Stevenson, Orlando John, M. A., D. Pæd.  
 Voaden, John, B. A.  
 White, Robert Oliver

2. HIGH SCHOOL PRINCIPALS AND SPECIALISTS.

Anderson, Frank Cecil, B. A. (Science)  
 Anderson, William George, B. A. (Classics)  
 Armstrong, William Gilnochie, M. A. (Moderns and History)  
 Carter, Eslie, B. A.  
 Downey, Helen Elizabeth, B. A. (Moderns and History)  
 Dunkley, Albert Wesley, M. A. (Classics)  
 Fletcher, William Hugh, M. A. (Commercial)  
 Hedley, Robert Wesley, B. A. (Mathematics)  
 Keillor, James, B. A., (English and History)  
 Kerfoot, Horace Watson, B. A.  
 Kemp, William, M. A., (Moderns and History)  
 MacLean, Allan, Edmund, B. A. (French and German)  
 McKay, Donald Alexander, B. A. (Science)

McPherson, Hattie Georgina, B. A., (Moderns and History)  
 Marshall, John Wells, B. A. (Classics)  
 Morgan, Joseph, B. A. (Science)  
 Morrison, A. Selkirk, B. A. (English and History)  
 Newcombe, Abram Coake, B. A. (Classics)  
 Overholt, Arthur Milton, B. A. (Mathematics)  
 Pearson, Alexander, B. A. (Science)  
 Preston, Thomas, B. A. (Science)  
 Race, Wilfred B., B. A.  
 Robertson, George D., B. A.  
 Saunders, William John, M. A. (Science)  
 Sexton, James Henry, M. A. (Science)  
 Smith, Arthur, B. A. (Science)  
 Voaden, John, M. A.  
 Ward, William, B. A. (Commercial)  
 Wren, John Stewart, B. A. (Mathematics)  
 Wright, William Jonathan, B. A. (Classics)

3. HIGH SCHOOL ASSISTANTS AND SPECIALISTS.

Asselstine, Robert Whiting, B. A.  
 Black, Harvey H., M. A. (Classics)  
 Blain, Maud E.  
 Buchner, Claribel M.  
 Deroche, Eleanor Elizabeth, B. A. (Classics)  
 Dickenson, James Arthur, (Commercial)  
 Dobson, Perceval Charles, B. A. (Classics)  
 Dolan, George Robert, B. A. (Classics)  
 Downing, John Henry  
 Elliott, Robert Leopold  
 Elmslie, Wallace, B. A. (Moderns and History)  
 Foster, Jessie, (French and German)  
 Guest, Emily Jane, B. A.  
 Hamilton, William John

Hawkins, Maud Mary, B. A.  
 Jackman, David S., B. A. (Science)  
 Kirkwood, Florence Ethel, B. A. (Classics)  
 Lick, Addie, B. A. (Mathematics)  
 MacDougall, Graham, B. A. (Classics)  
 McBride, Sara  
 McDonald, Wilbert L.  
 McKay, Donald Alexander, B. A. (Science)  
 Munro, Peter Fraser, B. A. (Classics)  
 Reynar, Marianne Beatrice, B. A. (Moderns and History)  
 Scratch, Linnie May, (Commercial)  
 Tennant, Isabella Leathern  
 Whitely, Lester Robert, B. A. (Moderns and History).

## 4. SUMMARY OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

	Male.	Female.	Total.
First Class .....	37	43	80
Second Class .....	31	342	373
Third Class, per County Model School reports .....	295	828	1,123
Plantagenet bi-lingual Model School .....	3	17	20

## 5—FIRST CLASS CERTIFICATES.

Anderson, Lillie C.	Merry, Sophie.
Bloor, Walter Roy, M.A.	Morden, Frances.
Blyth, Sara.	Mitchell, A. Eva.
Bell, M. F. Winifred.	Meldrum, George Edward.
Clark, Ira E.	McGuire, James, M.A.
Church, George Alexander.	*McKerricher, D. Arthur, B.A.
Carling, Evelyn.	McLean, Christine L.
Card, Margaret.	McDonald, John Cameron.
Calder, Jessie Elizabeth.	McCallum, Margaret Ross
DeCōw, Nellie, B.A.	Norton, M. Maud.
Downey, Rossa Fred.	Norton, Ida.
Dickenson, Edgar Unwin, B.A.	Norton, Mabel Emma.
Delmage, Edith Rachel, B. A.	O'Brien, William James.
Easson, McGregor.	Parr, Sarah E.
Elliott, Leslie C.	Pope, Amy.
Evans, Winifred.	Prior, Arthur Edward.
Elmslie, Kate.	Patterson, Ethel Hume.
Flower, John.	Richardson, Walter L. C.
Fox, Catherine H. C., B.A.	Roddick, Roderick.
Fuller, Ernest L.	Rozel John Melvin.
Finley, Samuel.	Rumble, Isaac A., B A.
Fowler, Dell.	Rorke, Louise.
Gaut, Robert.	Rutherford, Viola Wilhelmina.
Graham, Robert Radie, B.A.	Robertson, Edith Bray.
Grant, Alexander William, B.A.	Rioch, Grace Margaret.
*Gray, Neil Roy, B.A.	Strachan, Dan. L.
Gilmour, Allan.	Summers, Gilbert.
Good, Clara Lousia.	Stewart, Christina.
Hampson, Edward.	Sinclair, Margaret.
Harvey, John Franklyn, B.A.	Sutherland, Jennie.
Holladay, Nellie.	Shepard, E. Estelle.
Hubbard, Joseph J.	Tupling, Minnie.
Jackson, Janetta Estella.	Tremeer, Hattie Maud.
Jamieson, Mabel Clare.	Thomson, Helen M.
Kerr, Francis Ernest.	Taylor, Daisy E.
*Lang, Hector, B.A.	Timberlake, Alice E.
Laur, Waldon.	Urquhart, John, B. A.
Lawrence, Ira A.	*Wilson, M. Grace Evelyn.
*Lougheed, William James, B.A.	Wilson, Rose M.
Mark, Alfred E.	Walker, Edith B.

## 6. SECOND CLASS CERTIFICATES.

(a) *Toronto Normal School, June 1903.*

Abraham, Mary Buelah.	*Gesner, Ada Marie.
Anderson, Mary Emma.	Gibbons, Maggie E.
Armstrong, Catherine H.	Glendinning, Lissa.
Baird, Lizzie.	Gray, Ada.
Barnett, Julia C.	Griffith, Julia Emma.
Beath, Ethel Irene.	Hamilton, Sadie A.
Beatty, Mabel Anna.	Haney, Catharine A.
Bell, William James.	Hanna, William E.
*Birch, Rhoda Amelia.	Hartry, Maude Mary.
Bradley, Helen Grace.	Hazlett, Millie E.
*Brown, Edith Jane.	Henderson, Alice.
Browne, Martha.	Hobson, Maud.
Bush, John Augustus.	Howard, Margaret E.
Campbell, Bessie B.	Hunt, Margaret L.
Campbell, Edith Helen.	Husband, Isabel R.
Campbell, Olivia.	Hutchinson, Susan H.
Cane, Emma Frances.	*Joblin, Frederick George.
*Carlton, Lizzie.	Kirk, William Fred.
*Carter, Gertrude E.	Knoll, Jacob John.
Carter, Mabel Helen.	Langman, Eva E.
Cassin, Maude Mary.	Legge, Ethel.
*Caton, Lilian Pearl.	Madill, Albert E.
Cheffins, Florence.	Magee, Ethel S.
*Christian, Constance H.	Mann, Minnie E. F.
Clark, Alberta Miranda.	Martin, Harold.
Clark, Annie Ethel.	Matthews, Evelyn.
Clark, Margaret H.	Maus, Daisy Marion.
*Clark, Lissa	May, Clarence R.
Clarke, Blanche Mary.	Moore, Helen.
Collar, Ella.	Moulton, Edith May.
Collard, Ethel Rae.	Munsie, Pauline.
*Comfort, Elwood N.	Murray, Jean Isabel.
Cooper, Eva Mary.	Macpherson, Florence.
Darroch, Laura Jean.	Macpherson, Jessie G.
Davidson, Annie H.	MacVannel, Elizabeth.
Davis, Emma Jane.	McCormack, Ethel W.
Dayfoot, Charlotte H.	McDougall, Jennie V.
Deans, Margaret J.	McDowell, Margaret.
Doyle, Annie E.	McGorman, Lilly M.
Dunham, Bertha M.	McIntyre, Mary E.
Elliot, Marjorie B.	McKenzie, Harriet Y.
Evans, Ella Victoria.	McKinlay, Lila.
Feasby, William James.	McQuid, Myrtle E.
*Ferguson, Tena May.	Nesbitt, Mamie
Fife, Jennie Cecelia.	Oliver, Kathleene Louise.
Filson, Margaret J.	O'Neil, Emma.
Forfar, Janie.	Owens, Minetta.
Galbraith, Flora M.	Perkins, Nellie.
*Geddes, Agnes.	*Petch, Samuel Saunders.



*(a) Toronto Normal School, June, 1903.—Con.*

Phillips, Reginald W. J.  
 \*Plenderleith, Eliza.  
 Reid, Eva May.  
 \*Richardson, Dora M.  
 \*Rickard, Mable R.  
 \*Ritchie, Minnie.  
 Roberts, Evelyn Sarah.  
 Ross, Mary Elsie  
 Ruston, Adeline.  
 Saunders, Ethel S.  
 \*Scott, Clara Rebecca.  
 Scott, Ida.  
 Scott, Maggie Jane.  
 Scott, Jennie Georgina.  
 Scott, Pearl Harmena.  
 Shaw, Oscar.  
 Sherwood, Herbert D.  
 Shunk, Carrie.  
 Simpson, Katie E.  
 Simpson, Alice M.  
 Sloane, Robert Duncan.

Smellie, Alice Jane.  
 Smith, Belle Mary.  
 Steele, Gertrude.  
 Strathearn, May.  
 Taylor, Phyllis Rosella.  
 \*Thompson, Annie M.  
 Thorp, May.  
 Wakeley, Dorothea.  
 \*Walker, Minnie Robertson.  
 Ward, Bessie R.  
 Wass, Ida May.  
 Watson, Elinor Lorena.  
 Waugh, Isabel H.  
 Weatherston, Elspeth.  
 White, Jessie May.  
 Widdifield, Ethel A.  
 \*Williamson, Mabel L.  
 \*Wilson, Agnes A.  
 \*Wood, Ethel May.  
 Wynes, Ida.

*(b) Ottawa Normal School, June, 1903.*

Adams, M. Gertrude.  
 Airth, C. Ethel.  
 Anderson, Alice M.  
 Asseltine, Gretta.  
 Barclay, Elizabeth.  
 Bartley, Hattie M.  
 Bates, Emma Jean.  
 \*Beattie, Ina G.  
 \*Bedford, Bertha H.  
 Bell, Jessie.  
 Benning, Alice Marie  
 Best, Ella May.  
 Boyd, Julia M.  
 Broadworth, I. Alma.  
 Broadworth, Nora V.  
 Brown, Mary F.  
 Campbell, Christine.  
 Campbell, Elsie.  
 Campbell, Helena.  
 Cardiff, Mamie I.  
 Cauley, Tena E  
 Clint, E. Etta.  
 Coakwell, Alice G  
 Coleman, Donald H.  
 Collins, Christina E.  
 Cook, Ethel L.  
 Coughlan, Cassey V.

Coulter, Ella.  
 Crookshanks, Eva S.  
 Curtis, Clara M.  
 Dalrymple, Mary A  
 Dewar, Rachel F.  
 Doan, Mina.  
 Douglas, Etta L.  
 Eagan, Katie.  
 Elliott, Anna May.  
 Ellis, Richard J.  
 Farrell, Gertrude.  
 Farrey, Lenore.  
 Ferguson, Christianna  
 Ferguson, Cora B.  
 Fisher, Cora R. L  
 Fodey, Rose.  
 Foster, Isabal.  
 Frayn, Annie N. L.  
 Gallagher, Elsie.  
 Gardiner, Margaret.  
 Gavin, Laura M.  
 Gibson, Mary E.  
 Glossop, Margaret.  
 Gorman, Gertrude.  
 Graham, Williamina J.  
 Hazelton, Lizzie.  
 Heenan, Clea A.

*(b) Ottawa Normal School, June, 1903.—Concluded.*

Helyar, E. Olive.	McLaren, Lizzie.
Hicks, Ethel A.	*McLean, Pearl L.
Hicks, Thomas J.	*McNeill, Roberta.
Hunter, Jennie C.	McPherson, Mabel.
Ingoldsby, Margaret.	Nelson, Florence.
Johnston, Annie F.	Ogram, Jennie.
Jones, Gertrude.	Oulton, Llewella.
Jordon, Maggie J.	*O'Connor, Florette.
Joge, Walter G.	Paterson, Mary.
Kincaid, Emma P.	Pierce, May A.
Laventure, Lydia R.	Price, Maud.
Little, Margaret G.	Reeves, Minnie.
Mahoney, Mamie.	Richards, Emily E.
Martin, Annie H.	Roberts, Erie E.
Martin, Laura E.	Robertson, Florence.
*Massecar, Ethelyn.	Rush, E. Louisa.
Menzies, Edith.	Shaw, Christie.
Merkley, Stella M.	Skitch, Carrie.
Moffatt, Maude E.	Slattery, Annie A.
Murray, Agnes G.	Smith, Henry Lloyd.
MacCracken, Annie L.	*Smith, Wilfrid D.
MacIntyre, Gertrude.	Speer, Tilda.
MacKay, Lily I.	Taylor, Mary H.
MacKenzie, Annie C.	Walter, Annie.
MacKenzie, Margaret.	Walton, Mary C.
MacNaughton, Eunice.	*Ward, Ada L.
MacNaughton, May.	*Ward, Ethel E.
McCall, F. Stacey.	Warrington, M. Saretta.
McCully, Mary.	Watson, Annie.
McDonald, Mary J.	Whyte, Jean C.
McKenny, Louise.	Wright, S. Amy.
McKenty, Mary Claire.	York, Victor D.
McKian, Katy.	Young, Leila.

*(c) London Normal School, June, 1903.*

Abbott, Georgie B.	Carter, Eva Elmina.
Allan, Marion I.	Chambers, Blanche.
Angus, Bella	Clarke, Geo. Wesley.
Arthurs, William Thos.	Cook, George James.
Ballantyne, Annie.	Cooper, Mary E.
Bartlett, Olive.	Cornish, Jessie.
Bee, Ethel.	Coulson, Hattie.
Bell, Agnes.	Cowan, Alice O.
Bowman, Annie.	Dart, Alma S.
Buckle, Mable C.	Delyea, Nettie.
Burns, Carrie.	Dickie, Margaret.
Burns, Hattie, I.	Douglas, Lily Marian.
Burtch, Orrie.	Doyle, Annie M.
Campbell, Kate S.	Fair, Edith.
Campbell, Tina.	Fair, Maud.

(c) *London Normal School, June, 1903.—Concluded.*

Flynn, Annie.  
 Gammon, Gertrude E.  
 Hall, Morris, F.  
 Hamilton, Louise M.  
 Hay, William E.  
 Henry, George E.  
 Hickey, Margaret.  
 Hill, Abbie  
 Hipwell, Mary,  
 Holcombe, Maggie.  
 Hudson, George E.  
 Hunter, Eva A.  
 Hulton, Nellie.  
 Ireland, Abbie.  
 Johnston, Gordon Elwood.  
 Knowles, Edith.  
 Lamb, Theresa.  
 Lawrence, Jessie.  
 Lee, Rose H.  
 Lewis, Sarah J.  
 Livingstone, Hana.  
 Livelygood, Mary M.  
 Logan, Maggie.  
 Long, Harry Richard.  
 Lorimer, Isabella.  
 Matheson, Annie.  
 Mauthe, E. Ethel.  
 Miles, Winnifred.  
 Milne, Winifred C.  
 Moffat, Isabel.  
 Morgan, Jennie M.  
 Mortimer, Fanny.  
 Mossip, Maggie.  
 Murray, Lulu.  
 \*MacKellar, Annie E.  
 McCaughrin, Jean.  
 McKutcheon, Georgina.  
 McFarlane, Christena.  
 McIntyre, Christena.  
 McIntyre, Mary.  
 McKay, Mabel Hettie.  
 McKenzie, Bessie C.

McKenzie, Christie A.  
 McKinlay, Maggie.  
 McKnight, Carrie.  
 McLean, Amy L.  
 McMillan, Grace.  
 McMillan, Jennie S.  
 Nichols, George C.  
 Nichol, Mary S.  
 Norris, Donald A.  
 Notman, Elizabeth.  
 Olivant, Margaret E.  
 Paterson, Mary L.  
 Peterson, Alice.  
 Plante, Clare.  
 Presswell, Ruth F.  
 Price, Isabel.  
 Rilter, Charles Edgar.  
 Roberts, Maude.  
 Rolston, Jessie A.  
 Ryan, Mabel Cecelia.  
 Salvadge, Ethel.  
 Saton, Maud.  
 Sheppard, Jessie F.  
 Soper, Jessie.  
 Sparling, Olive May.  
 Spence, Ethel M.  
 Stewart, Peter S.  
 Taylor, Bessie,  
 Thompson, Wilhelmene.  
 Thomson, Bessie M.  
 Tovell, H. Ethel.  
 Wanless, Violet.  
 Watts, Albert C.  
 Weber, Daniel.  
 Welsh, Margaret H.  
 Werrell, Maud.  
 Westman, John A.  
 White, Amy Florence.  
 Williamson, James D.  
 Wilson, Elizabeth G.  
 Wilson, Mary E.  
 Zink, Ella J.

(d) *Second class certificate granted under Sub-section 8, Section 4, cap. 291, R. S. O., 1897.*

Freeman, Alberta S.

#### 7. KINDERGARTEN DIRECTORS.

\*Allison, May.  
 Breading, Annie.  
 Chapman, H. Lorena.

\*Copus, A. Winnifred.  
 Cornell, M. Gertrude.  
 Drew, Annie.



7. KINDERGARTEN DIRECTORS.—*Concluded.*

Green, Matilda  
Howie, Ethel B.  
Hendry, Mary Diana.  
Harris, Isabel Helen.  
Leavens, Ethel May.  
Lawrence, Allie Dee.  
Manly, Laura E.  
Meek, Gertrude.  
McAuley, Adelaide.  
McIlwain, Mabel.

McLeod, Helen B.  
Patterson, Frances E.  
Platt, Ethel.  
Robb, Alma F.  
Rogers, Helen.  
Rogers, Edith L.  
Walker, Florence May.  
Wilson, Jennie H.  
Westman, Harriet.  
White, Mary A.

## 8. KINDERGARTEN ASSISTANTS.

Baker, Mildred A.  
\*Brooker, Rosalie Alice.  
\*Ballachey, M.E.G.  
\*Brown, Ruth E.  
\*Broadbent, Mildred.  
\*Cleaver, Mona H.  
\*Cunningham, Mabel Lindsay.  
\*Daly, Georgina J.  
\*Denne, Edith May.  
\*Feer, Euphemia.  
\*Goulding, Lillian G.  
\*Howell, Edna F.  
Kidney, Ethel S.  
\*Lennox, Eleanore G.  
\*McVety, Spray L.  
\*Martin, Georgina.

\*Mabee, M. Edna.  
\*Parker, Winnifred, S.  
Robinson, Jean N.  
\*Robinson, Nora.  
\*Schaumberg, Alice Maud.  
\*Sherring, May E.  
Sutherland, Jessie.  
\*Taylor, Alethea M.  
Turner, Mildred.  
\*Willson, Mary B.  
\*Watson, M. Edith.  
\*Woods, Mamie McF.  
\*Wilson, Belle.  
\*Widsor, Ellen May.  
\*Yellowlees, Florence E.

## 9. CERTIFICATES IN DOMESTIC SCIENCE.

Cooke, Margaret E.  
Coleman, Maud.  
Delaparte, Marie A.  
Derbishire, Kate E. (sewing only)  
Ewing, Nina A.  
Fisher, Katharine A.  
Hills, J. J.  
Jackes, Margaret.  
McMillan, Margaret.

MacDonald, Edith W.  
MacLeod, Ethel.  
MacNachtan, Ethel R.  
Mongan, Catharine.  
Murray, Isabel.  
Payne, Lillian J.  
Roddick, Jeanie M.  
Simpson, Mary.  
Wigle, Cora J.

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\*HONORS.

## 10. TEMPORARY AND EXTENDED CERTIFICATES.

County, etc.	Temporarp. certificates	Third Class certificates extended.	County, etc	Temporary certificates.	Third Class certificates extended.
Bruce .....	20	.....	Norfolk .....	3	.....
Carleton .....	1	.....	Ontario .....	.....	1
Dufferin .....	2	1	Peterborc' .....	11	.....
Essex .....	6	.....	Prescott and Russell .....	9	1
Frontenac .....	41	.....	Renfrew .....	29	2
Glengarry .....	14	.....	Simcoe .....	.....	2
Grey .....	1	.....	Stormont .....	4	.....
Halton .....	1	.....	Victoria .....	4	.....
Hastings .....	10	.....	Western Ontario, R.C.S. Schools .....	4	.....
Kent .....	3	1	Central " " " .....	6	.....
Lambton .....	9	.....	Eastern " " " .....	7	6
Lanark .....	16	2	Districts .....	82	5
Leeds and Grenville .....	.....	1			
Lennox and Addington .....	3	1	Totals, 1903 .....	292	23
Middlesex .....	6	.....	" 1902 .....	307	58
			Decrease .....	15	35

## 11. PROFESSIONAL EXAMINATIONS.

	Kindergar- ten Assis- tants.	Kindergar- ten Direc- tors.	Co. Model Schools.	Normal Schools.	Normal College.
No. of candidates .....	32	33	1,148	378	149
No. who passed .....	30	25	1,123	373	138
No. of appeals .....	1	5	.....	2	3
Appeals sustained .....	1	1	.....	2	3

## APPENDIX P.

MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARDS OF EXAMINERS;  
LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS  
AND ASSISTANTS.

## I.—EDUCATIONAL COUNCIL, 1903-1904.

- Prof. James Loudon, M.A., LL.D., President, Toronto University.  
 Prof. Maurice Hutton, M.A., Principal, University College, Toronto.  
 Prof. A. B. MacCallum, B.A., M.B., Ph.D., Toronto University.  
 Prof. Alfred Baker, M.A., Toronto University.  
 Rev. J. R. Teefy, M.A., LL.D., Principal, St. Michael's College, Toronto.  
 Rev. N. Burwash, M.A., LL.D., Chancellor, Victoria University, Toronto.  
 Prof. A. P. Knight, M.A., M.D., Queen's University, Kingston.  
 Rev. Prof. Clarke, M.A., D.C.L., F.R.S.C., Trinity University, Toronto.  
 Rev. O. C. S. Wallace, M.A., D.D., LL.D., Chancellor, McMaster University, Toronto.  
 R. H. Cowley, Esq., M.A., Inspector of Schools for Carleton Co., Ottawa.  
 F. C. Colbeck, Esq., B.A., Principal, Coll. Institute, Toronto Junction.  
 David Young, Esq., Principal, Public Schools, Guelph.

## II.—BOARDS OF EXAMINERS, 1904.

## (1) District Certificate Board.

W. Mackintosh, I.P.S., Madoc.  
S. Phillips, B.A., I.P.S., Minden.  
H. I. Strang, B.A., Goderich.

W. W. Rutherford, B.A., Aylmer.  
D. Robb, B.A., I.P.S., Brussels.

## (2) High School Leaving and University Matriculation Board.

P. Toews, Ph.D., Toronto University.  
A. Carruthers, M.A., Toronto University.  
W. J. Alexander, Ph.D., Victoria University, Toronto.  
J. Fletcher, LL.D., Toronto University.  
F. B. Allan, Ph.D., Toronto University.  
L. E. Horning, Ph.D., Victoria University, Toronto.  
J. McLennan, Ph.D., Toronto University.  
J. C. Robertson, M.A., Victoria University, Toronto.

M. A. Mackenzie, M.A., Trinity University, Toronto.  
W. S. W. McLay, B.A., McMaster University, Toronto.  
M. O'Brien, Separate School Inspector, Peterboro'.  
A. T. DeLury, M.A., Toronto University.  
B. A. Bensley, Ph.D., Toronto University.  
W. Pakenham, B.A., Toronto.  
R. S. Jenkins, M.A., Trinity University Toronto.

## (3) Commercial Specialist Board.

J. H. Packham, B.A., Owen Sound.

G. L. Johnston, B.A., Hamilton.

## (4) Kindergarten Board.

Miss A. McKenzie, Normal School, London.  
Miss L. M. Currie, Toronto.

S. A. Morgan, D. Pæd., Hamilton.  
Miss E. Bolton, Normal School, Ottawa.

## (5) Normal College Board.

O. J. Stevenson, M.A., D. Pæd., St. Thomas.  
H. G. Park, M.A., D. Pæd., Uxbridge.  
C. A. Mayberry, B.A., Stratford.  
A. Mowat, B.A., Brockville.  
R. A. Little, B.A., London.  
W. Hardie, M.A., Perth.  
S. J. Radcliffe, B.A., London.

A. E. Jewett, B.A., Chatham.  
W. J. Sykes, B.A., Ottawa.  
S. Martin, B.A., St. Mary's.  
I. J. Birchard, M.A., Toronto.  
Miss J. Carter, B.A., Galt.  
H. McKellar, B.A., Owen Sound.  
G. F. Rogers, B.A., Seaforth.

## (6) County Model School Board.

A. McMillan, Toronto.  
A. McIntosh, Toronto.

W. Scott, B.A., Prin. Normal School.

## (7) Art School Board.

A. H. McBride, Toronto.  
Gustav Hahn, Toronto.  
A. C. Casselman, Toronto.  
Mr. Allward, Toronto.  
T. A. Reid, Owen Sound.  
Miss J. C. McRae, Belleville.

J. Lang, Toronto.  
A. C. Barrett, Toronto.  
A. F. McCallum, Toronto.  
McGillivray Knowles, Toronto.  
F. S. Challener, Toronto.

## (8) High School Entrance Board.

I. M. Levan, B.A., Woodstock.  
J. D. Dickson, B.A., Niagara Falls.

T. A. Craig, I.P.S., Kemptville.



## III.—ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS, 1903.

## (1) District Certificate Examination.

*Arithmetic.*

Caverhill, A. E.

*Geography.*

Currie, A. M.

Milne, J. W.

*English Grammar.*

McIntosh, Angus.

Young, D.

*English Composition.*

Chapman, W. F.

Barr, Lydia A.

*History.*

Sparks, W. F.

Sorssoleil, M. A.

*Physics.*

Carefoot, G. A.

Carr, W. R.

Clark, H. J.

Gill, J.

Ivey, T. J.

Lehmann, C.

McDougall, N.

Reid, M. R.

Stuart, F. A.

Sexton, J. H.

Thompson, R. B.

Thompson, P. M.

*French and German.*

Allin, Elizabeth A

Brown, W. H.

Carter, Janet,

Clayton, Adelaide.

Clothier, J. G.

Denyes, J. M.

Gardiner, Ella.

Jones, Laura.

Marty, Sophie E.

MacDougall, Miss I. J.

MacLean, Allan E.

Tennant, Isabel,

Weir, Annie.

## (2) Junior Leaving.

*Classics.*

Caesar, L.

Jackson, W. S.

Jones, G. M.

Kirkwood, Florence.

Luton, J. T.

Robinson, J. P.

Riddell, F. P.

Sawers, F. J.

Stoddard, R.

Stubbs, S. J.

Will G. E.

Wilson, N. L.

Wright, Miss L.

*History.*

Carstairs J. S.

Dandy, W. P.

Deroche Eleanor E.

Findlay, W. A.

Foster, Jessie.

Hinch, N. E.

Marshall, J. W.

McLean, W. I.

McMurchy, R. D.

McVicar, A.

Oliver, E. H.

Stothers, R.

Thompson, J. F.

*Experimental Science, Chemistry and Physics.*

Anderson, G. R.

Smellie, W. K. T.

*Chemistry.*

Cozens, A.

Donaldson, W.

Kirkland, W. S.

Knox, R. H.

McCready, S. B.

Morgan, J. J.

Young, W. D.

*English Composition.*

Ball, Kathleen.

Forbes, W. B.

McPherson, Hattie. G.

Morrison, Amy.

Mowat, A.

Rose, Marion.

Ross, R.

Skinner, Kate C.

III.—ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS.—*Concluded.*(2) JUNIOR LEAVING.—*Continued.**English Grammar.*

Dobson, P. C.  
Downey, Helen.  
French, B.  
Gibbard A. H.  
Hardy, E. A.  
Hawkins, Maud.  
Henstridge, Eliza.  
Keillor, J.  
McKay, D.  
Pattee, Ada (Mrs).  
Robeson, W. R.

*English Literature.*

Asman, H. O. E.  
Barr, Janet.  
Elliott, T. E.  
Foik, H. J.  
McCool, J.  
MacDonald, Jean.  
MacDonald, Helen.  
Meiklejohn, A. J.  
Morrow, J. D.  
Mowbray, W.  
Nichols, Bessie H.  
Phelps, Frances.  
Sykes, W. J.  
Thompson, Margaret.

*Euclid.*

Brown, P. W.  
Colling, G. F.  
Cox, J. L.  
Frost, F. H.  
Forbes, J. W.  
Harvey, Martha A.  
Kirkconnell, T.  
Merritt, R. N.  
Myer, A. N.  
O'Connor, W.  
Rudlen, G. W.  
Tier, W.

*Algebra.*

Anglin, R. W.  
Doidge, T. C.  
Hedley, R. W.  
Martin, S.  
Massey, A. W.  
McPhail, A. C.  
Whyte, R.  
Wooster, Thyrsa.

*Arithmetic.*

Bell, Ethel.  
Davison, J.  
McDougall, J. B.  
Nicholl, W. W.  
Norris, L. T.  
Powell, E. G.  
Robertson, G. D.  
Simpson, R. S.  
Strath, R. S.

## (3) Senior Leaving.

*French and German.*

Albarus, Hedwig S.  
Bunnell, Effie  
Clark, D. K.  
Lane, J. S.  
Van Every, J. F.

*Classics.*

Bragg, T. G.  
Brown, L.  
Croskery, R. A.  
Jolliffe, R. O.

*Science.*

Piersol, W. H.  
Scott, F. H.  
Whyte, D.

*Mathematics.*

Burton, F.  
Murray, T.  
Overholt, A. M.  
Rand, W. E.  
Rutherford, W. W.  
Stanley, T. E. A.

*History.*

Gundy, H. W.  
Howard, E. S.  
*English Literature and Composition.*  
Charles, Henrietta.  
Christie, J. D.  
Dingle, Grace.  
Field, J. M.  
Walks, R. H.

## IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Aylmer .....	Rutherford, Walter W. Kilmer, Ernest E. C. Hawkins, Maud Mary Munro, Peter Fraser	B.A., Tor B.A., Tor B.A., Queen's	Math. Commercial (Interim) Sci. Eng., Hist., Fr., Gr Class.	1883 1899 1903 1903	\$ 1,400 900 600 700
Barrie .....	Redditt, Thomas H. Hay, Andrew Minns, James Edward Moir, Mary Annie Morrison, William Gray, Neil Roy	B.A., Tor B.A., Vic. B.A., Tor B.A., Tor	Eng., Hist., Fr., Gr Math. Math., Sci. Commercial Class. (Interim) Eng., Hist., Fr., Ger. (Interim)	1893 1882 1893 1895 1903 1903	1,500 1,000 1,000 750 800 700
Brantford .....	Burt, Arthur William Passmore, Samuel F. Hoag, James P. Coates, Daniel Harsum Bunnell, Effie Maria. Hamilton, James Reid Shults, Adam	B.A., Tor M.A., Tor. B.A., Queen's B.A., Tor B.A., Tor B.A., Tor	Eng., Hist., Fr., Gr. Class. Eng., Hist., Math. Math. Eng., Hist., Fr., Ger. Sci. Commercial	1893 1885 1893 1893 1891 1893 1896	1,800 1,200 1,200 1,200 1,200 1,200 1,200
Brockville .....	Movat, Alexander. Copland, James Stuart Bryan, Hugh Wallace Husband, Almeron Judson Forbes, John W. Giles, A. Edith. Richardson, Kate	B.A., Tor B.A., Tor; M.A., McMaster M.A., Queen's B.A., Tor B.A., Tor	Eng., Hist. Sci. Class. Fr., Ger. Math. Commercial	1901 1889 1901 1895 1902 1890 1898	1,500 1,000 1,000 1,000 1,000 750 750
Chatham .....	Paterson, David Smith Twichey, William J Taylor, Wilson Jewett, Albert E. Lane, James S. Collins, Henry Sissons, Charles B. Lafferty, Effie	B.A., Tor M.A., Tor B.A., Tor B.A., Queen's B.A., Tor B.A., Tor B.A., Tor M.A., Tor	Eng., Hist., Fr., Ger. Class. Math. Sci. Fr., Ger. Commercial Class.	1876 1885 1894 1896 1898 1902 1902 1903	1,500 1,200 1,200 1,200 1,075 950 800 500
Clinton .....	Houston, John McLean, Ebenezer M. Stoddart, Robert	M.A., Tor B.A., Tor	Eng., Hist., Fr., Ger Sci. Class.	1892 1894 1902	1,225 950 800



Cobourg	Lougheed, William James. . . . . (Interim)	M.A., Tor	Math. . . . .	1903	800
	Johnstone, Lily M. . . . . (Interim)		Commercial. . . . .	1903	750
	Mitchell, George Winter	M.A., Queen's	Class. . . . .	1891	1,425
	Arthur, Colin Clayton	M.A., Queen's	Sci. . . . .	1899	1,000
	Odell, John William	B.A., Tor	Math. . . . .	1895	1,000
Collingwood	Jones, Laura L. . . . .	B.A., Tor	Eng., Hist., Fr., Ger	1898	700
	Anderson, Frank Cecil	B.A., Queen's	Sci. . . . .	1904	1,000
	Minaker, Mary E. . . . . (Interim)		Commercial. . . . .	1904	400
	Mills, George K. . . . .	B.A., Tor	Sci. . . . .	1901	1,400
	Hammill, George	B.A., Tor	Math. . . . .	1892	1,050
Galt	Colling, John Knowles	B.A., Tor	Class. . . . .	1899	950
	Downey, Helen Elizabeth	B.A., Tor	Eng., Hist., Fr., Ger	1903	600
	Stone, Alice B. . . . . (Interim)		Commercial. . . . .	1902	675
	Carscadden, Thomas	M.A., Tor	Eng., Hist. . . . .	1885	1,750
	Logan, Charles James	B.A., Trin.	Class. . . . .	1883	1,200
Godenich	DéGuerre, Ambrose	B.A., Tor	Math. . . . .	1890	1,200
	Evans, William Edwin		Commercial. . . . .	1892	1,050
	Hamilton, Robert S.	B.A., Tor	Sci. . . . .	1894	1,100
	Carter, Janet Wishart	M.A., Tor	Eng., Hist. (Interim), Fr., Ger	1901	950
	Strang, Hugh Innis	B.A., Tor	Class. . . . .	1871	1,300
Guelph	Field, John M. . . . .	B.A., Tor	Eng., Hist., Fr., Ger	1900	1,000
	Merritt, Robert Norris	B.A., Tor	Math. . . . .	1902	850
	Willson, Herbert George	B.A., Tor	Sci. . . . . (Interim)	1903	850
	Parlee, Edith. . . . .		Commercial. . . . .	1902	700
	Bailey, Joseph J. . . . . (Interim)			1903	600
Hamilton	Davison, James	B.A., Vic.	Math. . . . .	1878	1,500
	Hill, Ethelbert Lincoln	B.A., Tor	Sci. . . . .	1889	1,100
	Skinner, Kate Clara	B.A., Tor	Eng., Hist., Fr., Ger	1895	900
	Glasse, David Alex.	B.A., Tor	Class. . . . .	1903	1,100
	Charlesworth, John William			1888	950
Hamilton	Taylor, Luther William		Commercial. . . . .	1902	1,000
	Thompson, Robert Allan	B.A., Tor	Math. . . . .	1886	2,000
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	1,600
	Peterson, Andrew	M.A., Trin		1874	1,200
	Crawford, John Thomas	B.A., Tor	Math. . . . .	1889	1,400
Hamilton	Logan, William McGregor	M.A., Tor	Class. . . . .	1892	1,400
	Hogarth, Eber Septimus	B.A., Tor	Eng., Hist., Fr., Ger	1892	1,400
	MacPherson, Frederick Fotheringham	B.A., Tor	Eng., Hist., Fr., Ger	1894	1,400
	Gill, James	B.A., B. Paed., Tor	Math. . . . .	1892	1,200
	Morgan, Sydney Albert	B.A., D. Paed., Tor	Class. . . . .	1891	1,200
Hamilton	Asman, Henry Oldrid, Evison	B.A., Tor. & London, Eng		1892	1,100
	Overholt, Arthur Milton	M.A., McMaster	Math. . . . .	1901	1,000
	Johnston, George Lang	B.A., Queen's	Commercial. . . . .	1888	900
	Bale, George Sidney	B.A., T. r.	Eng., Hist., Fr., Ger	1904	800

IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—*Continued.*

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
<b>Hamilton.</b> — <i>Continued.</i>					\$
<b>Ingersoll</b> .....	McArthur, Edith Mary .....	B.A., Queen's .....	(Domestic Science Instructor)	1901	550
	Taylor, Mabel Annie .....	B.A., Queen's .....	(Drill Instructor)	1904	50.0
	Macpherson, Mary Constance .....	B.A., Queen's .....		1902	375
	Parkhill, Thomas Edward .....			...	600
	Priden, William .....	E.A., Queen's .....	Class., Eng., Hist.	1886	1,500
<b>Kingston</b> .....	McDonald, George Leslie .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1895	1,000
	Cameron, John Shaw .....		Math.	1898	900
	Norman, Lambert .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1897	1,300
	Sexton, James Henry .....	M.A., Queen's .....	Sci.	1902	900
	Ellis, William Stewart .....	P.A., B.Sc. Vic. .....	Math., Sci.	1893	1,800
<b>Lindsay</b> .....	Sliter, Ernest Oscar .....	M.A., Tor. .....	Class.	1888	1,200
	Dales, John Nelson .....	M.A., Tor. .....	Eng., Hist., Fr., Ger.	1889	1,200
	Lingwood, Frederick H. .....	M.A., Trin. .....	Class.	1894	850
	Sills, William Ryerson .....	M.A., Queen's .....	Math.	1897	1,150
	Ward, William .....	B.A., Queen's .....	Commercial.	1898	950
	Duff, James .....	M.A., Queen's .....	Eng., Hist.	1899	1,100
	Staples, Lerne Edgar .....	M.A., Queen's .....	Sci.	1902	800
	Beaton, Kate Florence .....	M.A., Queen's .....		1902	600
	Campbell, Alexander .....	A., Tor. .....	Math.	1903	700
	Hatch, A. F. .....	B.A., Bowdoin .....	(Manual Training Instructor)	1903	1,000
	Harstone, John C. .....	B.A., Tor. .....	Math.	1886	1,600
	Cornish, George Augustine. (Interim)	B.A., Tor. .....	Sci.	1903	1,000
	Hardy, Edwin A. .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1889	1,150
<b>London</b> .....	Rosevear, Howard Stanley .....	B.A., Tor., M.A., Harvard.	Sci.	1903	1,000
	Colling, James .....	B.A., Tor. .....	Class.	1894	1,150
	Seapies, Lucy Lillian. (Interim)	E.A., Tor. .....	Eng., Hist., Fr., Ger.	1903	800
	Raddcliffe, Samuel John .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1891	2,000
	Lttle, Robert A. .....	B.A., Tor. .....	Class.	1886	1,400
<b>London</b> .....	Ferguson, William Chalmers .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1892	1,300
	McCool, John .....	M.A., Tor. .....	Eng., Hist., Fr., Ger.	1897	1,200
	McCready, Samuel B. .....	B.A., Tor. .....	Sci.	1898	1,200
	Govenlock, William M. .....	B.A., Tor. .....	Math.	1898	1,175
	Wilson, Nicholas .....			1866	1,050
	Andrus, Guy A. .....			1888	1,100
	McVicar, Archibald .....	B.A., Tor. .....	Eng., Hist., Fr., Ger.	1903	1,100
	Riddell, Frank P. .....	B.A., Tor. .....	Class.	1898	1,075
	Jones, Samuel S. .....			1892	1,000

	Horton, Charles W.	B.A., Queen's	Eng., Hist. Commercial.	1895	1,050
	Dickenson, James Arthur.	B.A., Tor.	Math., Eng., Hist.	1895	1,075
	McCutcheon, Frederick Wm. Caswell.	B.A., Tor.	Math., Eng., Hist.	1895	1,075
	Downing, John Henry.	B.A., Tor.	Math., Eng., Hist.	1895	1,000
	Hanson, Fannie M.	B.A., Tor.	Math., Eng., Hist.	1886	800
	Kelso, Alice C.	B.A., Tor.	Math., Eng., Hist.	1897	800
	Stuart, Frederick Alfred.	B.A., Tor.	Math., Eng., Hist.	1903	1,000
	Mooney, William H. Thomas. (Interim)	B.A., Tor.	Math., Eng., Hist.	1903	900
Morrisburg	Jamieson, James Smyth.	M.A., Vic.	Eng., Hist.	1882	1,200
	Massey, Arthur Wallace.	B.A., Vic.	Eng., Hist.	1892	900
	Saunders, William John.	M.A., Queen's	Sci.	1903	850
	Libby, Minnie Fennessy.	B.A., Vic.	Fr., Ger., Eng., Hist.	1903	800
	Buchanan, John Alexander. (Interim)	B.A., Vic.	Commercial.	1902	800
	Cooke, John A.	B.A., Queen's	Class.	1904	900
Napanee	Flach, Ulysses J.	M.A., Tor.	Math.	1900	1,400
	Reid, Marvin Ryckman.	M.A., Queen's	Sci.	1900	900
	Croskery, Robert Arthur.	B.A., Queen's	Class.	1903	900
	Burnham, Archibald Mowbray.	B.A., Tor.	Eng., Hist., Fr., Ger.	1903	600
	Nicol, Margaret A.	B.A., Tor.	Eng., Hist., Fr., Ger.	1892	600
	Smith, Margaret.	B.A., Tor.	Eng., Hist., Fr., Ger.	1892	600
Niagara Falls	Dickson, James D.	B.A., Tor.	Math.	1893	1,300
	Walker, David McKenzie.	B.A., Tor.	Commercial.	1893	1,000
	Fleming, Ethel Katharine.	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	1,000
	Will, George Edwin.	B.A., Tor.	Class.	1901	1,000
	Voaden, John. (Interim)	B.A., Queen's	Sci.	1903	900
	Dobbie, Mary I.	B.A., Tor.	Sci.	1900	500
Orillia	Dickson, John Elder.	B.A., Tor.	Class., Eng., Hist.	1899	1,500
	Dodge, Thomas Clarke.	B.A., Tor.	Math., Commercial.	1899	1,000
	Johnston, Fred James.	M.A., Tor.	Sci.	1901	900
	Scovell, Holland R.	B.A., Tor.	Eng., Hist., Fr., Ger. (Interim)	1900	700
	Elliott, Robert Leopold.	B.A., Tor.	Eng., Hist., Fr., Ger.	1901	700
	Grant, Christine Cameron. (Interim)	B.A., Tor.	Eng., Hist., Fr., Ger.	1903	700
Ottawa	Macmillan, John.	B.A., Tor.	Eng., Hist.	1881	2,500
	Jolliffe, Orion John.	M.A., Vic.	Class.	1886	1,775
	McDougall, Alexander Hiram.	B.A., Tor.	Math.	1889	1,775
	Marty, Aletta Elise.	M.A., Queen's	Fr., Ger.	1903	1,200
	Sykes, William John.	P.A., Vic.	Eng., Hist., Fr., Ger.	1894	1,675
	Stothers, Robert.	B.A., Queen's	Eng., Hist., Fr., Ger.	1887	1,300
	Norris, Isaac Taylor.	B.A., Queen's	Math.	1898	1,150
	Campbell, Daniel Alexander.	B.A., Tor.	Sci.	1896	1,500
	Graham, Wm. Andrew.	B.A., Tor.	Sci.	1895	1,100
	Scott, Bessie Mabel.	B.A., Tor.	Sci.	1895	900
	Macmillan, Herbert Seymour.	B.A., Tor.	Fr., Ger.	1897	1,000
	Armstrong, Wm. Gilnochie.	M.A., Tor.	Eng., Hist., Fr., Ger.	1901	900
	Simpson, Robert S.	M.A., Tor.	Commercial.	1902	950



IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary
Ottawa <i>Con.</i>	Tompkins, Elizabeth Augusta (Interim)	B. A., Queen's	Sci.	1902	\$ 750
	Lidner, Ernest Oscar			1903	900
Owen Sound	Murray, Thomas	B. A., Tor.	Math.	1897	1,500
	Packham, James Henry	B. A., Vic.	Math., Commercial	1884	1,150
	Whyte, David	B. A., Tor.	Sci.	1902	1,100
	McKellar, Herbert S.	B. A., Tor.	Fr., Ger.	1898	1,100
	Howard, Edwy S.	B. A., Vic.	Eng., Hist.	1902	1,100
	Brown, Lyman	M. A., Tor.	Class.	1903	1,000
	Van Every, John F.	B. A., Tor.	Eng., Hist., Fr., Ger.	1903	1,000
	Shields, Alfred J.			1903	800
	Dowkes, William J. (Interim)			1903	800
Perth	Hardie, William	B. A., Tr.	Class.	1899	1,200
	Edmiston, James Alfred	B. A., Tor.	Sci.	1893	850
	Preston, Thomas	B. A., Tor.	Sci.	1903	900
	McKim, William Andrew	B. A., Tor.	Eng., Hist., Fr., Ger	1900	900
	Patterson, William John	M. A., Queen's and Clark	Math.	1903	1,000
Peterborough	Fessenden, Cortez	M. A., Trin.	Math.	1890	2,000
	Effe, Jas. A.	B. A., Tor.	Math., Sci.	1887	1,200
	Jedries, John	B. A., Tor.	Eng., Hist., Fr., Ger	1890	1,200
	Kenner, Henry R. H.	B. A., Tr.	Class.	1893	1,200
	Strigley, Edgar Cooper		Commercial	1902	1,000
	Bentley, William Robert (Interim)			1903	700
	Moore, John Leslie (Interim)		Eng., Hist., Fr., Ger	1903	700
Renfrew	McDowell, Charles	R. A., Queen's	Math.	1879	1,150
	Twining, William Campbell	M. A., Queen's	Sci.	1896	800
	Berlanquet, Hugh S. (Interim)	B. A., Queen's	Class.	1904	800
	Lucas, Gavin Allan (Interim)	B. A., Tor.	Commercial	1902	800
	Brunett, Alice Maud (Interim)	B. A., Tor.	Eng., Hist., Fr., Ger	1902	800
	McRae, Donella Maud (Interim)	B. A., Queen's	Eng., Hist., Fr., Ger	1903	600
	Bowditch, Florence		(Domestic Science Instructor)	1902	650
Ridgetown	Little, John George	B. A., Tor.	Math	1889	1,300
	Reid, Robert	B. A., Tor.	Eng., Hist., Fr., Ger	1895	875
	Henderson, James Van Wyck (Interim)	B. A., Tor.	Class.	1903	800
	Keillor, James	B. A., Queen's	Eng., Hist	1892	750
	McNeill, William Kennedy (Interim)			1903	800
St Catharines	Henderson, John	M. A., Tor.	Class., Eng., Hist	1872	1,600

Robertson, William John .....	B. A., Tor., L. I. B., Vic .....	Math .....	1874 .....	1,200 .....
Giffin, James A. ....	B. A., L. I. B., Toronto .....	Sci. ....	1892 .....	1,100 .....
Cloney, Sara Louisa ..	M. A., Queen's .....	Eng., Hist., Fr., Ger .....	1896 .....	1,000 .....
Laing, Arthur Stewart ..	Stevenson, William John .....	Commercial .....	1898 .....	900 .....
Caverhill, Arthur E. ....	.....	.....	1894 .....	750 .....
.....	.....	.....	1892 .....	750 .....
St. Mary's .....	.....	.....	.....	.....
Martin, Stephen .....	B. A., Tor .....	Math .....	1886 .....	1,350 .....
Pearson, Alexander .....	B. A., Tor .....	Sci. ....	1903 .....	900 .....
Dobson, Percival Charles ..	B. A., Tor .....	Class. ....	1904 .....	900 .....
Clayton, Adeaide Helena R. ....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1892 .....	925 .....
Hatch, Salem B. ....	.....	.....	1903 .....	700 .....
St. Thomas .....	.....	.....	.....	.....
Quance, Noah .....	B. A., Tor .....	Class. ....	1891 .....	1,500 .....
Stevenson, Orlando John ..	M. A., D. Paed., Tor .....	Eng., Hist., Fr., Ger .....	1897 .....	1,200 .....
Lees, Richard .....	M. A., Queen's .....	Sci. ....	1894 .....	1,200 .....
Voaden, Arthur .....	.....	Commercial .....	1903 .....	1,100 .....
McGee, Cyril Houghton ..	B. A., Trin .....	Math .....	1902 .....	1,050 .....
Whitely, Lester Robert ..	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1901 .....	700 .....
Jones, Louis E. ....	B. A., Tor .....	.....	1902 .....	650 .....
Webster, Charles Samuel ..	B. A., Tor .....	.....	1902 .....	650 .....
Cook, Margaret .....	M. A., Tor .....	Eng., Hist., Fr., Ger .....	1903 .....	1,000 .....
Walker, Arthur J. ....	.....	.....	1903 .....	600 .....
Sarnia .....	.....	.....	.....	.....
Crasweller, Christopher L. ....	B. A., Tor .....	Math .....	1902 .....	1,400 .....
Grant, David M. ....	B. A., Tor .....	Class. ....	1885 .....	1,300 .....
Corbett, Lewis C. ....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1891 .....	1,200 .....
Ivey, Thos. J. ....	M. A., Tor .....	Sci. ....	1902 .....	1,000 .....
Fleming, Ethel May .....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1902 .....	900 .....
Bridgman, Clara Mary ..	.....	.....	1902 .....	750 .....
Cranston, David London ..	B. A., Tor .....	Math .....	1903 .....	650 .....
Seaforth .....	.....	.....	.....	.....
Rogers, George F. ....	B. A., Vic. ....	Sci. ....	1900 .....	1,200 .....
Kirkwood, Florence Ethel ..	B. A., Tor .....	Class. ....	1901 .....	900 .....
Brown, Harry William ..	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1901 .....	900 .....
Colling, George Featherston ..	B. A., Tor .....	Math .....	1901 .....	900 .....
Miller, Nannie Mary Augusta ..	.....	Eng., Hist .....	1903 .....	750 .....
Stratford .....	.....	.....	.....	.....
Mayberry, Charles Alexander ..	B. A., L. I. B., Tor .....	Class. ....	1891 .....	1,600 .....
Robertson, Hugh S. ....	B. A., Tor .....	Math .....	1900 .....	1,150 .....
Lennox, Thomas H. ....	B. A., Tor .....	Sci. ....	1900 .....	1,050 .....
Stevenson, Andrew .....	B. A., Tor .....	Eng., Hist .....	1901 .....	1,050 .....
Malcolm, George .....	B. A., Queen's .....	.....	1890 .....	1,000 .....
Marty, Sophie E. ....	M. A., Queen's .....	Eng., Hist., Fr., Ger .....	1899 .....	1,050 .....
Robertson, George D. ....	B. A., Queen's .....	.....	1902 .....	900 .....
Pentland, George E. ....	.....	.....	1903 .....	750 .....
Adams, W. A. ....	.....	(Manual Training Instructor) .....	.....	750 .....
Lewis, Esther .....	.....	(Domestic Science Instructor) .....	.....	* .....

\* Salary not reported.

## IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—Continued.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Strathroy .....	Wetherell, James Elgin .....	B. A., Tor .....	Class., Eng., History .....	1883 .....	\$ 1,500 .....
	Auld, Charles .....	B. A., Tor .....	Math .....	1900 .....	1,050 .....
	Cann, Henry .....	B. A., Tor .....	Sci .....	1900 .....	1,000 .....
	Kent, Eleanor .....	..... (Interim)	Commercial .....	1899 .....	750 .....
	Bell, Jessie Margaret .....	B. A., Tor .....	Eng., Hist., Fr., German .....	1903 .....	750 .....
Toronto (Harbord st.) ..	Spotton, Henry Byron .....	M. A., Tor .....	Class., Sci .....	1891 .....	2 800 .....
	Hagarty, Edward William .....	B. A., Tor .....	Class .....	1891 .....	1,800 .....
	Balmer, Eliza May .....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1891 .....	1,800 .....
	Lawler, Gertrude .....	M. A., Tor .....	Eng., Hist., Fr., Ger., Math .....	1891 .....	1,800 .....
	Smyth, Thomas Henry .....	M. A., Tor .....	Sci .....	1891 .....	1,800 .....
	Cox, John Loane .....	B. A., Tor .....	Math .....	1892 .....	1,800 .....
	Eldon, Robert Henry .....	B. A., Queen's .....	Math., Commercial .....	1891 .....	1,800 .....
	Forfar, Charles .....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1892 .....	1,400 .....
	Kennedy, Lyman Aaron .....	M. A., Vic. ....	Math. (Interim) .....	1893 .....	1,400 .....
	Strath, Robert Smith .....	B. A., Tor .....	Math. (Interim) .....	1893 .....	1,400 .....
	Clark, Luther J .....	B. A., Queen's .....	Eng., Hist .....	1896 .....	1,400 .....
	Carstairs, John Stewart .....	B. A., Tor .....	Eng., Hist .....	1899 .....	1,300 .....
Toronto (Jameson Ave.) ..	Embree, Luther Edmund .....	M. A., Tor .....	Class., Eng., Hist., Fr., Gr .....	1888 .....	2,900 .....
	Smith, Gilbert Acheson .....	B. A., Tor .....	Sci .....	1889 .....	1,900 .....
	Hillock, Julia S .....	B. A., Tor .....	Fr., Ger .....	1900 .....	1,550 .....
	Brechar, Isaac J .....	M. A., Tor .....	Math .....	1893 .....	1,800 .....
	Crawford, Henry J .....	B. A., Tor .....	Class .....	1894 .....	1,800 .....
	Millar, James .....	B. A., Tor .....	Class., Eng., Hist .....	1888 .....	1,900 .....
	Spence, Nellie .....	B. A., Tor .....	Class., Eng., Hist .....	1889 .....	1,700 .....
	Siodair John .....	B. A., Tor .....	Commercial .....	1898 .....	1,350 .....
	Dandv, William P .....	B. A., Tor .....	Commercial .....	1903 .....	1,000 .....
Toronto (Jarvis St.) ....	Manley, Frederick Fitzpayne .....	M. A., Tor .....	Math .....	1875 .....	2 800 .....
	Chase, George A .....	M. A., Tor .....	Eng., Hist., Fr., Ger .....	1889 .....	1,800 .....
	Gray, Robert Alexander .....	B. A., Tor .....	Math .....	1900 .....	1,550 .....
	Shaw, George Edmund .....	B. A., Tor .....	Eng., Hist., Fr., Ger .....	1876 .....	1,800 .....
	Grant, Wilbur .....	B. A., Tor .....	Math .....	1881 .....	1,800 .....
	Mitchell, William C .....	B. A., Tor .....	Class .....	1897 .....	1,550 .....
	Gundy, Henry Wentworth .....	B. A., Tor .....	Class .....	1900 .....	1,250 .....
	Lehmann, Carl .....	B. A., Tor .....	Science .....	1898 .....	1,550 .....
	Thomas, Janie .....	B. A., Tor .....	Eng., Hist .....	1882 .....	1,350 .....
	Smith, Herbert Hamilton .....	B. A., Tor .....	Science .....	1903 .....	1,000 .....
	Wightman, Robert .....	B. A., Tor .....	Math .....	1903 .....	1,000 .....



Toronto Junction. ....	Dunn, Adelaide Teresa..... (Interim)	B. A., Tor	.....	1903	1,000
	Colbeck, Franklin Charles.....	B. A., Vic	Class., Eng., Hist.	1894	1,700
	Gourlay, Richard.....	B. A., Tor	Class., Math.	1893	1,300
	Charles, Henrietta.....	B. A., Tor	Eng., Hist., Fr., Ger.	1900	1,100
	Fletcher, William Hugh.....	M. A., Queen's	Sci. (Interim) Commercial.	1902	1,050
	Barnes, Charles Lancelot..... (Interim)	B. A., Tor	Class.....	1901	750
	McGellan, Catharine.....	B. A., Tor	Commercial (Interim).	1903	700
Vankleek Hill.....	Jamieson, Thomas.....	B. A., Vic	Math.....	1889	1,100
	Haviland, Hugh Johnston.....	B. A., Tor	Class (Interim)	1904	750
	McLaurin, Peter C..... (Interim)	B. A., McMaster	Sci.....	1902	700
	Amoss, Flora Ross..... (Interim)	B. A., Tor	Eng., Hist., Fr., Ger.	1903	600
	Reesor, Lillian M..... (Interim)	B. A., Tor	Commercial.	1903	550
Whitby .....	Hogarth, George Henry.....	B. A., Tor	Math.....	1899	1,150
	Denyes, J. Malcolm.....	B. A., Queen's	Fr., Ger. (Interim)	1903	800
	Walks, Robert Hilton.....	B. A., Tor	Eng., Hist. (Interim)	1900	800
	Forbes, William Brownie.....	B. A., Tor	Sci.....	1903	800
	Deroche, Eleanor E.....	B. A., Tor	Class.....	1903	700
Windsor.....	Gavin, Frederick P.....	B. A., Queen's	Sci.....	1892	1,600
	Bell, Frederick Henry.....	B. A., Tor	Eng., Hist., Fr., Ger	1898	1,200
	Messmore, Joseph Franklin.....	B. A., Tor	Class.....	1899	1,100
	Nelson, James.....	B. A., Tor	Commercial.	1898	1,100
	Clearly, Norah.....	B. A., Tor	.....	1900	700
	Taylor, John Gladstone.....	B. A., Tor	Math.....	1903	1,100
	Marshall, John Wells.....	B. A., Queen's	Class.....	1903	1,000
Woodstock.....	Levan, Isaac Master.....	B. A., Tor	Class., Eng., Hist., Fr., Ger.	1898	1,500
	Griffin, Albert Dyke.....	B. A., Queen's	Math.....	1882	1,200
	Kerr, Charles Staple.....	B. A., Tor	Eng., Hist. (Interim) Class.	1889	1,100
	Cole, James McLarty.....	B. A., Tor	Sci.....	1898	1,100
	Watson, Ervin Herbert Alf (Interim)	B. A., Tor	Eng., Hist., Fr., Ger.	1901	900
	Scratch, Linnie May.....	B. A., Tor	Commercial, Sci.....	1902	850
	Miller, Eva Matilda..... (Interim)	B. A., Queen's	Eng., Hist., Fr., Ger.	1903	650
High Schools.					
Alexandria .....	MacKay, Donald.....	M. A., Tor	Class.....	1895	1,250
	Longmore, Howard Bruce.....	B. A., Queen's	Eng., Hist..... (Interim)	1898	800
	Flath, Emma S.....	B. A., Queen's	.....	1903	600
Almonte .....	Treleaven, John Wesley.....	B. A., Tor	Class.....	1902	1,050
	McPhail, Alexander C.....	B. A., Queen's	.....	1899	750
	Thompson, Margaret Jane.....	B. A., Queen's	Fr., Ger. (Interim) Eng., Hist.	1895	750
	McGuire, James F..... (Interim)	M. A., Queen's	Sci.....	1903	700
Arnprior .....	Morrow, Archibald Elston.....	B. A., Tor	Class.....	1898	1,100
	Hedley, James Walter..... (Interim)	M. A., Tor	Math.....	1904	700
	Mitchell, Jessie Ann.....	B. A., Tor.....	.....	1901	600

IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904. — *Continued.*

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Arthur	Snider, Egerton F. Elmslie, Wallace Blyth, Janet M. (Interim)	B. A., Vic. B. A., Tor	Math. Eng., Hist., Fr., Ger	1896 1901 1904	1,100 700 4:5
Athens	Massey, Norman Levi Bishop, Charles Peter Dowsley, William Clinton Graham, Robert Radie. (Interim)	B. A., Vic. B. A., Queen's M. A., Queen's B. A., Queen's	Math Commercial Class., Hist., Eng. (Interim)	1898 1895 1899 1904	1,000 800 800 600
Aurora	Mulloy, Charles Wesley Ktee, John McIntyre, Sara Mabel	B. A., Tor	Class	1896 1895 1902	1,000 650 525
Beamsville	Myer, Albert Nicholas Ball, Kathleen Hester	M. A., Trin.	Math Fr., Ger. (Interim)	1898 1893	900 550
Belleville	Milburn, Edward Fairfax Knight, William W Clarke, Henry Jellyman McRae, Jessie Carrie Luton, James T	B. A., Trin B. A., Tor M. A., Tor	Math Sci Class.	1893 1892 1892 1889 1898	1,200 900 900 625 900
Berlin	Forsyth, David Sheppard, Frederick William Wendenhammer, William Jackman, David S Eolan, George Robert Houston, D. W Fisher, Katharine A	B. A., Tor B. A., Tor M. A., Tor B. A., Queen's	Math Eng., Hist. Fr., Ger Sci Eng., Hist. (Interim) Class. (Manual Training Instructor) (Household Science Instructor)	1901 1888 1901 1902 1904 1903 1903	1,500 1,100 1,000 1,000 900 900 500
Bowmanville	Gillilan, James Frost, Francis Henry Wright, William Jonathan Allin, Elizabeth A	B. A., Queen's B. A., Tor M. A., Tor M. A., Tor	Sci Math Class. Fr., Ger	1880 1896 1903 1902	1,200 900 900 700
Bradford	Foucar, Walter K Rumble, Isaac Albert (Interim) Deimaga, Emelyn Euphemia (Interim)	M. A., Tor B. A., Tor B. A., McMaster	Fr., Ger., (Interim) Eng., Hist Math Math	1901 1903 1903	850 700 450
Brampton	Fenton, William J	B. A., Tor	Class	1894	1,300

Brighton	Newman, George Edmund Burke, Alexander	B.A., Trin B.A., Tor B.A., Tor B.A., Tor	Fr., Ger. Eng., Hist Sci. Math	1887 1902 1897 1903	900 850 900 700
Caledonia	Seaton, Edward T. Sealey, Ethel May Gundry, Helen Myrtle	B.A., Queen's B.A., Tor B.A., Tor	Fr., Ger., (Interim) Eng., Hist.	1896 1894	1,000 750
Campbellford	Hume, John Paterson Royes, Robert Kingston, George Augustus Simpson, James W	B.A., Queen's B.A., Tor B.A., Tor	Math Eng., Hist., Fr., Ger Class.	1901 1903 1904	1,000 600 600
Carleton Place	Rand, Wilfrid E. Asak-tine, Robert Whiting McDonald, Neil Macdonald, John Ford	B.A., Queen's B.A., Tor M.A., Queen's	Sci. Math Eng., Hist., Fr., Ger (Interim)	1896 1895 1901 1904	1,000 800 750 600
Cayuga	Skeele, James Eton French, Bruce Liek, Addie	B.A., Tor B.A., Tor B.A., Tor	Math	1902 1901 1890 1890 1901	1,000 750 750 800
Colborne	Beliamy, Wesley Keefe, Reuben Daniel	B.A., Vic B.A., Tor	Math	1897 1899 1903	950 650 600
Cornwall	MacLean, Allan Edmund Nugent James Fitzgerald, Eliza Sophia Birchard, Alexander Fraser Crewson, Joseph W	B.A., Queen's M.A., Queen's B.A., Vic	Fr., Ger. Class. Class (Interim)	1898 1884 1899 1898 1902	1,200 950 1,000 800 900
Deeronto	Smellie, William K. T. Whyte, Robert French, Wycliffe A	B.A., Tor B.A., Tor B.A., Tor	Sci.	1896 1896 1903	1,150 850 700
Dundas	Meiklejohn, Allan J Saunders, William Robert Panton, Agnes Wilkie	B.A., Queen's B.A., Queen's	Eng. Hist.	1901 1903 1892	1,150 800 575
Dunnville	Witton, James Gayford Graham, Peter Edwin Smeaton, William	B.A., Tor B.A., Queen's B.A., Tor	Math Eng., Hist. (Interim), Fr. Ger Sci.	1903 1903 1903	1,000 800 850
Dutton	Taylor, John Andrew Simpson, Ernest Ferguson, George Arthur Story, Selina Gladys	B.A., Queen's B.A., Tor M.A., Queen's	Sci. Math Eng., Hist., Fr., Ger	1898 1902 1902 1903	950 650 625 450



IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—*Continued.*

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
East Toronto.....	French, Fred, William. Graham, Louis Hartley.....	B.A., Tor. M.A., Tor.	Class. Sci.	1903 1903	1,100 800
Klora.....	MacMurchy, Norman. Armstrong, Frank..... Francis, Annie Buchanan.....	B.A., Tr. B.A., Tor. B.A., Tor.	Sci. Math. Eng., Hist., Fr., Ger.	1895 1902 1902	1,000 650 525
Essex.....	Anglin, Robert W. Teskey, Edith A. Keith, Arthur W. Baird, Mabel Margaret J.....	M.A., Queen's M.A., Tor. B.A., Tor. B.A., Tor.	Math. Class. Sci. Eng., Hist., Fr., Ger.	1902 1901 1902 1903	1,100 800 775 550
Fergus.....	Freeman, John A. Campbell, Archibald L. Cudlum, Eleanor Dora.....	B.A., Tor. B.A., Trin. B.A., Trin.	Class. Eng., Hist., Fr., Ger.	1903 1894 1903	1,000 800 475
Forest.....	McKinley, James Matthew. Martyn, Harold George..... Girdwood, Arthur Reginald (Interim)	B.A., Tor. B.A., Tor. B.A., McMaster	Class. Eng., Hist., Fr., Ger. Math.	1901 1902 1903	900 650 650
Fort William.....	Pilkey, Peter Joseph. Wood, Elmore Everton.....	B.A., Queen's. B.A., McMaster	Math.	1901 1902	1,150 900
Gananoque.....	Graham, Robert George..... Irwin, Herbert William..... Galbraith, Thomas M.....	B.A., Vic. B.A., Tor. B.A., Tor.	Math. Eng., Hist., Fr., Ger.	1894 1902 1903	1,200 750 700
Georgetown.....	Couts, Richard David. Williams, Lorne Joseph..... Watterworth, Grace McC.	B.A., Tor.	Class. Commercial	1897 1903 1900	1,000 700 600
Glencoe.....	Morrow, John Duncanson. Hobbs, Thomas..... Macalister, Ursula.....	B.A., Tor. B.A., Tor. M.A., Queen's	Class. Math. Eng., Hist., Fr., Ger.	1898 1902 1902	850 700 550
Gravenhurst.....	Thompson Peter M. Alexander, Helen Bow.....	M.A., Queen's. B.A., Tor.	Sci. Eng., Hist., Fr., Ger.	1903 1903	900 500
Grimsby.....	Harrison, Charles W. Strang, Rose Innis.....	M.A., Vic.		1894 1901	800 500

Hagersville.	Jones, George Mallory..... Kaiser, Jesse B..... Wright, Robert.....	B. A., Tor.....	Eng., Hist., Fr., Gr.....	1900 1891 1896	950 780 650
Harriston.....	MacLean, Godwin V..... Corkill, Edward J..... McKinnon, Charles..... (Interim) Trenaman, Mabel Natalie.....	M. A., Tor., and Harvard..... B. A., Queen's..... B. A., Tor..... B. A., Tor.....	Math Sci..... Eng., Hist., Fr., Ger.....	1901 1902 1903 1904	1,000 700 700 550
Hawkesbury.....	Clothier, James O..... Sine, Frederick L..... (Interim) Higgsion, Maria Adelaide.....	B. A., Queen's.....	Fr., Ger., (Interim).....	1902 1902 1897	1,000 600 550
Iroquois.....	Stanley, Thomas E. A..... Anderson, William George..... Smith, Arthur..... Rose, Marion H.....	R. A., Tor..... B. A., Tor..... B. A., Tor.....	Math..... Class..... Sci..... Fr., Ger.....	1897 1901 1903 1898	1,000 775 700 625
Kemptville.....	Dillane, William..... Nelson, John..... Moore, James R..... Morris, Arthur W..... (Temporary) Evarts, Howard A..... (Interim)	B. A., Tor..... R. A., Queen's..... M. A., Queen's..... B. A., Tor.....	Math..... Sci..... Sci..... Fr., Ger.....	1895 1896 1901 1903 1904	1,100 800 900 600 500
Kincardine.....	Perry, Samuel Walter..... Courtice, Samuel James..... Grainger, Horace Alex..... (Interim) Henry, Edith M..... (Interim)	B. A., Vic..... R. A., Tor..... B. A., Tor..... B. A., Tor.....	Class..... Math. (Interim)..... Sci..... Eng., Hist., Fr., Ger.....	1890 1903 1902 1904	1,200 800 800 700
Leamington.....	Elliott, John..... Bonis, Harry..... Robertson, Alexander Morton..... Knox, Robert Hunter.....	B. A., Queen's..... B. A., Tor..... M. A., Queen's..... B. A., Tor.....	Eng., Hist., Math..... Class..... Math., Fr., Ger..... Sci.....	1896 1899 1900 1902	1,100 775 775 750
Listowel.....	Phillips, William Alexander..... Nichol, William Wallace..... Clark, Joseph Campbell.....	B. A., Tor..... B. A., Tor..... B. A., Tor.....	Eng., Hist., Fr., Ger..... Math..... Class.....	1892 1898 1902	1,100 900 900
Lucan.....	Wren, John Stewart..... Brunt, Robert Anthony..... Cunningham, Evangeline G..... (Interim) Mara, Ida M..... (Interim)	B. A., Tor..... B. A., Tor..... B. A., Tor.....	Math..... Sci. (Interim).....	1903 1904 1904 1903	900 650 500 450
Madoc.....	Watson, Alexander H..... Rogers, William Henry..... (Interim) Ward, Clara Anne..... (Interim)	B. A., Tor..... M. A., Trin..... B. A., Tor.....	Eng., Hist., Fr., Ger.....	1889 1902 1902	1,100 650 500
Markham.....	Reed, George Henry.....	M. A., B. Pæd., Tor.....	Class.....	1890	1,100

## IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS. JANUARY, 1904.—Continued.

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Markham.—Continued.	Davidson, John H. .... (Interim)	M.A., B. Pæd., Tr.	Math.	1902	\$ 725
	Annis, Mary A. ....	B.A., Tor.	Fr., Ger. (Interim).	1895	600
	McKay, Donald Alexander.	E.A., Queen's	Sci.	1901	700
	Mairs, Edith M. ....	E.A., Trin.		1902	450
Meaford.	Conwell, John Leslie.	B.A., Tor.	Math.	1900	1,200
	Huff, Samuel.	B.A., Queen's	Sci.	1891	800
	Dundas, Arthur A. ....	B.A., Tor.		1897	800
	Dingle, Grace Keam.	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	675
Mitchell.	Elliott, William.	B.A., Tor.	Math.	1882	1,050
	Carter, Eshe. .... (Interim)	B.A., Tor.		1903	800
	Stephens, Robert H. .... (Interim)	B.A., Tor.		1902	700
Mount Forest.	Brethour, John Henry.	B.A., Vic.	Class.	1891	1,150
	Keith, George Walter.	B.A., Tor.	Math.	1900	830
	Fisher, James William. .... (Interim)	B.A., Tor.		1903	650
	McKinley, Ada Rachel.	B.A., Tor.		1903	450
Newburgh.	Nesbit David Ashton.	B.A., Queen's	Eng., Hist. (Interim)	1893	1,000
	Millar, Frederick Gourlay.	B.A., Tor.		1903	650
	Mott, Sandford Hamley.			1903	650
Newcastle.	Davidson, Hugh.	B.A., Tor.		1888	850
	Groce, Caroline.			1901	400
Newmarket.	Coombs, Albert Ernest.	M.A., B. Pæd., Tr.	Class.	1899	1,050
	Hollingshead, John Edwin.			1884	750
	Carefoot, George Andrew.		Sci.	1903	700
Niagara.	Barron, Robert Armour.	B.A., Tor.	Class., Eng., Hist., Fr., Ger.	1900	800
	Anderson, Lillie Catharine. .... (Interim)			1904	450
Niagara Falls South.	Gibbard, Alexander H.	B.A., Tor.	Eng., Hist., Fr., Ger.	1901	1,000
	Brown, Duncan A.	B.A., Tor.		1902	600
	Morrison, Amy May.			1901	500
North Bay.	McDougall, James B. .... (Interim)	B.A., Queen's	Class.	1902	1,100
	Brenth, Ira D.	B.A., Queen's	Sci.	1903	900
	Barr, Miss J.	B.A., Queen's		1903	600



Norwood.	Davidson, John..... Gloss, Frank David..... Archer, May Alice.....	M.A., LL.B., Vic.....	Class. Sci.....	1882 1901 1904	1,100 600 600
Oakville.	Wellwood, Nesbitt John..... Hodgson, Joseph Emerson.....(Interim) Doherty, Mabel.....(Interim)	B.A., Tor..... B.A., Tor.....	Math..... Commercial.....	1877 1902 1903	1,050 750 600
Omenee.	Jardine, William Wilson..... Harvey, William Blakely.....	B.A., Tcr.....	.....	1898 1903	800 700
Orangeville.	Steele, Alexander..... Clarke, Frederick Hall..... Lunkley, Albert Wesley..... McDonald, Wilbert L..... McNeelly, Friscella V. M.....	B.A., Tor..... B.A., Tor..... M.A., Queen's..... M.A., Trin.....	Eng, Hist, Math..... Fr., Ger., Eng., Hist..... Class..... Sci. (Interim).....	1879 1895 1901 1901 1903	1,400 900 800 500 700
Oshawa.	Smith, Lyman O..... Slemmon, Edward T..... Panton, Jessie R..... Stevenson, Louis..... Mills, Martha Christine.....	B.A., Vic..... B.A., Vic..... B.A., B.Sc., Vic..... B.A., Queen's.....	Class, Eng., Hist..... Math..... Math., Sci..... Fr., Ger.....	1882 1892 1886 1902 1901	1,300 1,100 600 1,000 600
Paris.	Bell, Walter N..... Hedley, Robert Wesley..... Madill, Alonzo James.....(Interim)	B.A., Tor..... B.A., Tor..... B.A., McMaster.....	Class..... Math..... Sci.....	1898 1902 1902	1,300 710 650
Parkhill.	McDougall, Neil..... Taylor, Emma Jean.....(Interim) Guest, Emily Jane..... Stockdale, Thomas N.....(Interim)	B.A., Tor..... B.A., Tor..... M.A., Tor.....	Sci..... Eng, Hist. (Interim).....	1896 1903 1901 1904	900 550 600 700
Pembroke.	Ross, Ralph..... White, Edwin Theodore..... Grantfield, William John.....(Interim) Shirreff, Robert Marshall.....	B.A., Tor..... B.A., B.Paed., Tor..... M.A., Tor.....	Class..... Math..... Sci..... Fr., Ger. (Interim).....	1895 1901 1903 1895	1,200 900 800 800
Petrollea.	Bell, John Johnstone..... Clyde, William..... Donaldson, William..... Hills, Minnie.....(Interim)	B.A., Tor..... M.A., Queen's..... B.A., Tor..... B.A., Tor.....	..... ..... Math.....	1886 1886 1902 1903	1,200 1,050 800 650
Picton.	Dobson, Robert..... Reynar, Marianne Beatrice..... Dolan, John Henry..... Kemp, William..... Hamilton, William John.....	B.A., Vic..... B.A., Tor..... B.A., Queen's..... M.A., Queen's.....	Math..... Eng, Hist, Fr., Ger..... Class..... Eng, Hist, Fr., Ger..... Sci (Interim).....	1880 1901 1899 1903 1903	1,200 700 1,100 800 900
Port Arthur.	McCulloch, Andrew..... Morgan, James W..... Aitchison, Belle.....	M.A., Queen's.....	Eng, Hist.....	1894 1890 1903	1,265 1,065 600

## IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—Continued.

High Schools.	Name of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Port Dover.....	Liddy, William R..... Martin, John Strickler.....	B.A., Tor..... B.A., Tor.....	Sci.....	1897 1899	800 600
Port Elgin.....	Lillie, John Turner..... Innis, Alexander R..... MacDonald, Jessie F. O.....	B.A., Vic..... B.A., Tor..... B.A., Tor.....	Class.....	1889 1892 1903	1,100 1,750 550
Port Hope.....	Kirkconnell, Thomas A..... Caesar, Lawson..... Weir, Annie..... Moir, Catharine Elizabeth..... Stewart, Robert.....	B.A., Queen's..... B.A., Tor..... B.A., Tor..... B.A., Tor..... B.A., Tor.....	Math..... Class..... Eng., Hist., Fr., Ger.....	1888 1900 1897 1896 1903	1,300 950 800 600 900
Port Perry.....	McBride, Dugald..... Stone, George..... Houston, Jessie..... (Interim)	B.A., Vic..... B.A., Tor..... B.A., Tor.....	Class, Math..... Eng., Hist., Fr., Ger.....	1871 1883 1903	1,300 850 500
Port Rowan.....	Pugsley, Edmund..... Shawcross, Mary Louise..... (Interim)	B.A., Vic..... B.A., Tor.....	Sci.....	1896 1903	900 450
Prescott.....	Rose, Robert Charles..... McPherson, Hattie Georgina..... Shaw, Marlow W..... (Temporary)	B.A., Tor..... B.A., Queen's..... B.A., Tor.....	Math..... Eng., Hist., Fr., Ger.....	1896 1900 1904	1,080 550 750
Rat Portage.....	Roberts, Thomas Henry..... Wilson, W. Asbury.....	B.A., Tor..... B.A., Queen's.....	.....	1902 1903	1,200 1,000
Richmond Hill.....	Shaw, Robert..... Jennings, E. W..... (Interim) Bell, Miss M. F. W..... (Interim)	B.A., Tor. and McMaster..... B.A., Tor.....	Math (Interim).....	1902 1903 1903	800 600 400
Sault Ste. Marie.....	Race, Wilfrid Ballentine..... Dent, William Arthur..... Rudlen, George William.....	B.A., Queen's..... B.A., Tor..... B.A., Tor.....	Sci..... Math.....	1904 1903 1904	1,100 900 900
Simcoe.....	Christie, James Douglas..... Galbraith, Robert..... Thompson, John Fletcher..... Morgan, John James.....	B.A., Tor..... B.A., Queen's..... B.A., Tor..... B.A., Vic.....	Eng., Hist., Fr., Ger..... Math..... Class..... Sci.....	1889 1899 1899 1903	1,300 900 850 850
Smith's Falls.....	Houston, John Arthur..... Stubbs, Samuel John.....	M.A., Trin..... B.A., Tor. and Queen's.....	Math..... Eng., Hist., Class.....	1887 1897	1,200 950

Smith, Thomas Corlett. Pitcher, Winona Jessie.	B.A., McGill	1903 1901	800 560
Tremeer, James. Hill, Mary Alpena. De La Matter, Cornelia	B.A., Vic B.A., Queens.	1898 1902 1903	950 400 400
Kennedy, George E. Dickey, Martha Ada. Hutchinson, Mary R.	B.A., Vic B.A., Tor B.A., Tor	1893 1902 1902	900 475 425
Cameron, Aldis W. McHugh, Marshall Warnick.	B.A., Tor B.A., Tor	1898 1903	800 650
Henry, Thomas McKee. Brown, Percy William. Henstridge, Elizabeth	B.A., Tor M.A., Queen's (Interim)	1903 1903 1901	1,000 750 500
Bald, William Francis. Smith, Margaret T. Hubner.	B.A., LLB, Tor	1898 1898	1,200 700
Ross, Alexander H. D. Mabee, George A. Malcolm, Wyatt.	M.A., Queen's B.A., Tor	1898 1903 1901	1,000 700 600
Ingall, Elmer Ellsworth Longman, Edwin. Pattee, Mrs. Ada. Ireland, Franklin N.	B.A., Tor and Queen's. B.A., Man	1895 1892 1889 1903	1,050 775 750 600
Park, Henry George. Barr, Lydia A. Lang, Hector. Tapscott, Cora I.	B.A., D. Pæd., Tor B.A., Tor B.A., Tor	1888 1891 1903 1903	1,000 500 650 500
Bigg, Edmund Murray Clayton, Vivian E.	M.A., Tor (Interim)	1901 1903	750 450
Morgan, Joseph Norris, James Day, Alfred Ernest Cheswright, Richard C.	M.A., Tor M.A., Queen's M.A., Queen's	1881 1903 1901 1900	1,200 1,000 800 800
Elliott, Thomas E. Goulding, Hannah Mitchell.	B.A., Tor	1901 1902	800 400
Perry, Peter. Gunn, Daniel Wesley. McQueen, Rose J.	M.A., Trin B.A., McMaster (Interim)	1902 1901 1903	850 650 400



IV. LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1904.—*Continued.*

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Waterford	Mills, John Hudson .....	M.A., Queen's .....	Class. ....	1899	\$1,100
	McKeechie, John Henry .. (Interim)	M.A., Queen's .....	Math .....	1904	700
	Conlin, Evelyn E. .... (Interim)	B.A., Tor. ....	Eng., Hist., Fr., Gr. ....	1902	550
Watford	Potter, Charles .....	B.A., Tor. ....	Math .....	1892	1,050
	McQueen, James M. ....	B.A., Tor. ....	Eng., Hist., Fr., Ger. .... (Interim)	1903	700
	Ramsay, James Alex. ....	.....	.....	1902	600
	Bambridge, Celia .....	.....	.....	1900	500
Welland	McQuaig, Herbert M. ....	B.A., Queen's .....	.....	1891	1,100
	McNiece, James .....	B.A., Tor. ....	Sci. ....	1895	900
	Foster, Jessie .....	.....	Fr., Ger. ....	1899	550
	Buchner, Claribel M. ....	.....	.....	1901	500
Weston.	Kennedy, Thomas .....	M.A., Queen's .....	Math .....	1902	850
	Hubbard, Joseph J. .... (Interim)	.....	.....	1904	500
	Tennant, Isabella Leatham .....	F.A., Tor. ....	Eng., Hist., Fr., Ger. .... (Interim)	1901	500
Wiaraton	Bainer, Archibald W. ....	B.A., Trin. ....	.....	1895	1,000
	Jermyn, Percy Thomas . . . (Interim)	B.A., Tor. ....	.....	1900	700
	McMillan, George .....	.....	.....	1903	525
Williamstown	MacDonald, James .....	M.A., Queen's .....	Class. ....	1898	1,100
	Witheril, Ebenezer Rufus .....	B.A., Queen's .....	.....	1900	800
	Shepherd, Martin Ward .... (Interim)	B.A., Tor. ....	.....	1895	650
				1903	

SUMMARY, January 1904.

Number of Schools. Sex of Teachers, and Per- centages.		Number of Teachers.		Salaries.		Universities, etc., of Teachers.	
		Collegiate Institutes.		Collegiate Institutes.		Collegiate Institutes and High Schools.	
Collegiate Institutes		41	41	Highest salary.....	\$2,900	Toronto..... 319	
High Schools.....		94	267	Average " Principals.....	1,604	Victoria..... 34	
Total.....		135	308	Average " Assistants.....	1,018	Queen's..... 109	
Increase for the year.....		1	23	Average salary.....	\$1,097	Trinity..... 15	
				Increase for the year.....	1	McGill..... 1	
						McMaster..... 9	
						Manitoba..... 1	
						British..... 1	
						Interim Certificates..... 118	
						Specialists..... 364	
						Interim Specialists..... 96	
						D. Ped..... 8	
						B. Ped..... 5	
						Graduates..... 484	
						Non-Graduates..... 135	
						Percentage of Graduates..... 78.19	
						Percentage of Non-graduates.. 21.81	
						Percentage of Specialists and Interim Specialists'... .. 74.31	
						Percentage of Non-specialists . 25.69	

Teachers.		High Schools.	
Gentlemen.....	488	Highest salary.....	\$1,500
Ladies.....	131	Average " Principals.....	1,053
Total.....	619	Average " Assistants.....	699
Increase for the year.....	26	Average salary.....	806
		Increase for the year.....	21
		Collegiate Institutes and High Schools.	
January 1904,.....		Highest salary.....	\$2,900
Gentlemen 78.8.....		Average " Principals.....	1,220
January 1903,....		Average " Assistants.....	875
		Average salary.....	950
		Increase for the year.....	16

## APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.

## I.—STATISTICS OF ELEMENTARY EDUCATION IN VARIOUS COUNTRIES.

Comparative statement of the percentage of enrolled pupils to the total population, in the elementary schools of various countries, and the cost per capita of enrollment.

Countries.	Percentage of total population enrolled.	Expenditure per capita of enrollment.
		\$ c.
<i>Europe.</i>		
Austria-Hungary.....	14.0	4 90
Belgium.....	11.86	9 85
Denmark.....	12.5	
France.....	14.1	a 11 32
German Empire.....	16.5	10 62
Great Britain and Ireland:		
England and Wales.....	18.08	11 05
Scotland.....	17.16	11 80
Ireland.....	16.91	8 05
Greece.....	6.8	
Italy.....	7.7	5 30
Netherlands.....	14.3	8 85
Norway.....	15.0	7 20
Portugal.....	4.4	
Roumania.....	5.7	
Russia.....	3.3	
Finland.....	11.3	2 14
Servia.....	4.0	
Spain.....	7.3	
Sweden.....	13.7	10 17
Switzerland.....	20.0	9 54
<i>Asia.</i>		
Japan.....	10.7	2 46
<i>Africa.</i>		
Cape of Good Hope.....	9.69	8 76
Egypt.....	2.2	
Natal.....	4.5	11 67
<i>North America.</i>		
Dominion of Canada:		
British Columbia.....	13.37	24 62
Manitoba.....	21.18	26 91
New Brunswick.....	18.26	9 85
North West Territories.....	12.47	
Nova Scotia.....	21.55	9 22
ONTARIO.....	20.94	10 63
Quebec.....	12.30	9 88
Prince Edward Island.....	20.14	7 99

a Public Schools only.



APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.—*Continued.*I.—STATISTICS OF ELEMENTARY EDUCATION IN VARIOUS COUNTRIES.—*Concluded.*

Countries.	Percentage of total population enrolled.	Expenditure per capita of enrollment.
<i>North America.—Concluded.</i>		\$ c.
Newfoundland .....	16.08	5 51
Mexico .....	5.1	4 34
United States .....	20.98	14 77
Bermuda.....	12.64	3 89
<i>West Indies.</i>		
Jamaica.....	11.	62 51
<i>Central America.</i>		
Costa Rica .....	5.7	15 78
Guatemala .....	2.9	6 72
Honduras .....	4.8	2 00
Nicaragua .....	3.6	
Salvador.....	2.9	
<i>South America.</i>		
Argentina .....	9.4	28 07
Bolivia .....	1.8	3 28
Brazil .....	2.1	
Chile .....	3.9	
Colombia.....	3.6	5 91
Ecuador.....	6.4	
Paraguay.....	4.7	
Peru.....	2.0	2 56
Uruguay.....	5.8	13 58
Venezuela .....	4.3	4 83
<i>Australasia.</i>		
New South Wales.....	17.59	16 36
Queensland.....	19.51	14 52
South Australia.....	17.70	11 85
Victoria.....	20.29	14 39
West Australia .....	11.15	15 55
New Zealand .....	16.99	20 97
Tasmania.....	11.15	12 66

APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.—*Continued.*II.—(1) TEACHERS AND AVERAGE SALARIES IN THE PUBLIC SCHOOLS OF THE UNITED STATES  
AND THE PROVINCE OF ONTARIO.

	Whole number of different teachers employed.			Average yearly salary of teachers.	
	Male.	Female.	Total.	Males	Females.
				\$ c.	\$ c.
United States .....	122,392	317,204	439,596	a 490 50	a 397 70
State:					
Connecticut .....	389	3,929	4,318	992 90	445 10
Illinois .....	6,800	20,386	27,186	645 50	541 80
Indiana .....	7,006	9,033	16,039	668 00	480 00
Iowa .....	4,161	24,912	29,073	436 60	301 70
Kansas .....	3,386	8,323	11,709	442 40	365 50
Maine .....	943	5,691	6,634	360 50	272 40
Massachusetts .....	1,214	12,408	13,622	1,409 40	527 50
Michigan .....	3,040	13,014	16,054	486 80	366 80
Minnesota .....	1,974	10,631	12,605	535 60	372 10
Missouri .....	5,562	10,785	16,347	426 70	428 90
Nebraska .....	1,862	7,767	9,629	491 50	385 10
New Hampshire .....	207	2,169	2,376	b 435 80	b 291 10
New Jersey .....	1,041	6,897	7,938	871 50	520 60
New York .....	5,060	31,576	36,636		
North Dakota .....	1,198	3,385	4,583	427 00	371 40
Ohio .....	9,913	16,497	26,410	420 00	370 00
Pennsylvania .....	8,585	22,055	30,640	449 20	337 80
Rhode Island .....	172	1,830	2,002	1,160 10	519 90
South Dakota .....	1,007	4,045	5,052	400 30	335 20
Vermont .....	458	3,448	3,906	405 40	291 30
Wisconsin .....	2,243	10,913	13,156	533 30	395 20
Ontario .....	c 2,777	c 7,183	c 9,960	c 532 60	c 318 60

a Average for those States reporting salaries.

b High School teachers' salaries not included.

c Includes Public and High Schools, so as to correspond with the Public Schools of the United States.

## (2) SALARIES OF GRADE TEACHERS.

Maximum salaries paid women grade teachers in certain cities of the United States.

New York, \$1,440 ; Chicago, \$1,000 ; San Francisco, \$996 ; Washington, \$950 ; Boston, \$936 ; Cleveland, \$850 ; Milwaukee, \$840 ; Cincinnati, \$800 ; Cambridge, \$750 ; Minneapolis, \$750 ; St. Louis, \$735 ; Detroit, \$725 ; Pittsburg, \$700 ; Buffalo, \$700 ; Philadelphia, \$670.

APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.—*Continued.*

## III. STATISTICS OF PUBLIC HIGH SCHOOLS IN UNITED STATES ; AND HIGH SCHOOLS IN THE PROVINCE OF ONTARIO.

	No. of Schools.	No. of teachers	No. of students	Per cent. of students studying languages.			
				Latin.	Greek.	French.	German.
United States.....	6,202	22,415	550,611	50.07	2.50	8.61	16.25
STATE.							
Connecticut .....	75	393	8,679	47.21	6.60	16.82	23.01
Illinois .....	355	1,581	41,677	48.51	.98	5.60	17.98
Indiana .....	382	1,167	27,281	64.69	.24	.69	15.84
Iowa.....	346	1,160	29,018	48.57	.24	.47	12.74
Kansas.....	220	577	15,883	57.19	.92	.30	12.27
Maine.....	145	354	8,868	43.94	8.25	24.50	2.15
Massachusetts.....	244	1,690	39,251	43.73	7.56	40.80	12.86
Michigan.....	297	1,167	29,158	35.37	.87	4.21	20.42
Minnesota.....	128	626	14,822	60.11	.69	6.54	23.88
Missouri .....	263	809	21,186	52.60	2.13	2.66	14.58
Nebraska.....	303	648	16,143	60.16	.53	.59	10.75
New Hampshire.....	58	195	3,795	54.20	7.25	35.78	4.95
New Jersey.....	93	576	12,075	46.72	2.59	7.55	36.17
New York.....	393	2,441	66,735	44.59	4.45	13.81	24.13
North Dakota.....	33	82	1,503	67.40	....	.67	13.77
Ohio.....	720	1,846	46,966	52.30	1.31	3.00	14.23
Pennsylvania.....	388	1,314	34,247	56.14	3.02	4.14	20.13
Rhode Island.....	22	171	3,684	44.06	10.26	26.17	16.96
South Dakota.....	71	143	3,090	42.17	.03	.19	8.48
Vermont.....	58	159	3,697	45.28	5.92	19.99	7.76
Wisconsin.....	215	813	19,723	23.00	.64	.23	23.32
Ontario.....	134	593	24,472	77.16	2.58	55.55	13.40



APPENDIX Q — MISCELLANEOUS COMPARATIVE STATISTICS.—*Continued.*

## IV. STATISTICS OF PUBLIC NORMAL SCHOOLS IN THE UNITED STATES; AND NORMAL SCHOOLS IN THE PROVINCE OF ONTARIO.

	No. of schools.	Teachers for normal students.	<sup>a</sup> Students in normal de- partments.	Graduates.	No. reporting as to income.	Income.
United States .....	173	2,487	49,403	8,584	146	\$3,985,804
STATE.						
Connecticut .....	4	89	634	178	1	16,000
Illinois .....	5	91	2,700	421	4	209,168
Indiana ....	2	44	2,259	120	1	72,128
Iowa .....	3	61	2,232	152	3	103,665
Kansas .....	1	42	1,833	143	1	65,134
Maine .....	5	39	641	164	4	24,374
Massachusetts .....	11	141	1,800	506	8	244,916
Michigan .....	4	88	2,165	338	3	155,819
Minnesota .....	5	82	1,120	323	4	137,352
Missouri .....	3	48	2,045	118	3	81,425
Nebraska ..	1	20	630	106	1	30,000
New Hampshire .....	1	10	140	.....	1	20,900
New Jersey .....	4	66	907	306	1	48,000
New York .....	17	325	6,119	1,693	13	526,870
North Dakota ....	2	18	376	19	1	14,923
Ohio .....	3	22	468	183	1	24,590
Pennsylvania .....	15	273	6,487	1,699	15	448,886
Rhode Island ....	1	25	209	.....	1	58,500
South Dakota .....	3	33	539	65	3	55,310
Vermont .....	3	18	305	119	3	17,150
Wisconsin .....	8	132	2,540	510	7	258,301
Ontario .....	b 4	b 31	b 751	b 745	3	61,678

<sup>a</sup> In the Normal Schools of the United States both academic and professional work is generally taken up. In Ontario the work is entirely professional.

<sup>b</sup> Including Normal College.

APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.—*Continued.*

## V.—SALARIES OF SUPERINTENDENTS OF CITY SCHOOLS, AND PRINCIPALS OF NORMAL, HIGH, ELEMENTARY, AND KINDERGARTEN SCHOOLS IN CERTAIN CITIES OF THE UNITED STATES AND ONTARIO.

City.	Salary of Super- intendent of City Schools.	Principal of Normal or Training School.	Principal of High School (highest salary paid).	Principal of the largest Elemen- tary School.	Kinder- garten Director (highest salary.)
	\$	\$	\$	\$	\$
New York, N.Y.	8,000	5,000	5,000	3,500	1,240
Chicago, Ill.	10,000	5,000	3,000	2,500	620
Philadelphia, Pa.	5,000	4,000	4,000	1,865	735
St. Louis, Mo.	5,500	<i>a</i>	23,605	2,060	792
Boston, Mass.	6,000	3,780	3,780	3,180	504
Baltimore, Md.	4,000	2,400	2,400	2,000	750
Cleveland, Ohio	5,000	3,000	3,500	1,700	600
Buffalo, N.Y.	5,000	1,800	2,500	2,000	725
San Francisco, Cal.	4,000		3,000	2,400	600
Cincinnati, Ohio.	4,500		2,600	22,100	600
Detroit, Mich.	4,000	<i>c</i>	3,000	1,800	550
Milwaukee, Wis.	4,000		2,500	1,700	550
Washington, D.C.	4,000	1,600	1,600	1,500	550
Newark, N.J.	4,500	3,000	3,500	2,000	600
Minneapolis, Minn.	4,000		2,500	1,450	600
Providence, R.I.	4,000		2,500	2,000	600
Indianapolis, Ind.	<i>c</i>	<i>c</i>		1,200	450
Kansas City, Mo.	4,000		2,565	1,620	750
St. Paul, Minn.	3,600	<i>c</i>	3,000	1,500	550
Rochester, N.Y.	5,000	2,000	2,500	1,650	550
Denver (District No. 1), Colo.	5,000		3,200	2,000	600
Alleghany, Pa.	3,000		2,000	2,000	600
Columbus, Ohio	3,000	1,350	1,800	1,080	600
Worcester, Mass.	4,000		3,000	1,900	600
Syracuse, N.Y.	3,600		3,000	1,600	600
New Haven, Conn.	<i>c</i>		3,000	1,000	575
Paterson, N.J.	3,000	1,750	2,000	1,500	700
Omaha, Neb.	3,600		2,400	1,500	600
Los Angeles, Cal.	3,300		2,500	1,500	500
Lowell, Mass.	3,000	2,000	3,000	2,000	600
Albany, N.Y.	3,000	1,900	3,000	1,900	700
Cambridge, Mass.	3,500	2,500	3,000	2,000	600
Portland, Oreg.	2,500		1,700	1,500	600
Atlanta, Ga.	2,400		2,000	1,200	575
Grand Rapids, Mich.	3,350	<i>c</i>	2,400	1,500	612
Dayton, Ohio	3,000	1,350	1,890	1,350	500
Camden, N.J.	2,500		1,200	1,000	500
Lawrence, Mass.	3,000	1,100	2,500	2,000	550
New Bedford, Mass.	3,500	1,500	2,750	1,900	600
Somerville, Mass.	3,000		3,000	1,900	
Hamilton, Province of Ontario	<i>d</i>	3,000	2,000	1,200	550
Toronto, " "	<i>d</i>	2,500	2,900	1,600	1,000
Ottawa, " "	<i>d</i>	2,350	2,500	1,500	500
London, " "	<i>d</i>	2,500	2,000	1,400	600

*a* The Normal School is connected with the High School.*b* "Intermediate Schools" comprising the 6th, 7th and 8th years of the course.*c* Not given.*d* In Ontario there is no provision for having both High and Public Schools under one superintendent as is the rule in the United States.

APPENDIX Q.—MISCELLANEOUS COMPARATIVE STATISTICS.—*Concluded.*

## VI.—STATISTICS OF UNIVERSITIES IN THE UNITED STATES, AND THE UNIVERSITY OF TORONTO.

University and Address.	Tuition fees.	Other fees.	Total income of University.
		\$	\$
University of Arkansas, Fayetteville.....	Res. free ; \$30 to non-res.	5	103,057
" California, Berkeley.....			609,107
" Southern California, Los Angeles ..	\$62	10-30	32,300
" Colorado, Boulder.....		10	90,000
Yale University, New Haven, Conn. ....	\$155		776,761
University of Georgia, Athens.....	Free to res. ; \$50 to non-res.	15	52,856
" Idaho, Moscow.....	Free to res. ; \$50 to non-res.		52,266
" Chicago, Chicago, Ill.....	\$120		667,184
" Illinois, Urbana.....		24	778,790
Indiana University, Bloomington .....	\$3	1	231,067
University of Iowa, Iowa City.....	\$25		282,278
" Kansas, Lawrence.....			227,500
Bowdoin College, Brunswick, Maine.....	\$75		59,919
Johns Hopkins University, Baltimore, Md.....	\$150	5	179,950
Harvard University, Cambridge, Mass.....	\$150		1,436,293
University of Michigan, Ann Arbor .....	Res. \$30 ; non-res. \$40.		741,000
" Minnesota, Minneapolis.....	\$15		631,527
" Mississippi, University.....		10	52,545
" Missouri, Columbia.....		5	316,969
" Montana, Missoula.....			50,765
" Nebraska, Lincoln.....	Res. free ; non-res. \$20.	6	246,967
" Nevada, Reno.....		16	74,098
Dartmouth College, Hanover, N. H. ....	\$110		181,422
Princeton University, Princeton, N.J. ....	\$150	10	42,247
Cornell " Ithaca, N.Y.....	\$100-125		365,935
Columbia " New York, N.Y.....	\$150	12	501,131
Syracuse " Syracuse, N.Y.....	\$75	33	567,993
University of North Dakota, University .....		5	64,500
Ohio University, Athens.....		15	58,400
Oberlin College, Oberlin, Ohio.....	\$75		159,682
University of Oregon, Eugene.....		13	59,758
" Pennsylvania, Philadelphia.....	\$150-200		458,179
Brown University, Providence, R.I.....	\$105	45	180,246
University of South Dakota, Vermilion .....	\$12		49,000
" Virginia, Charlottesville.....	\$75	40	157,159
" Wisconsin, Madison.....	Res. free ; non-res. \$30.	20	452,456
University of Toronto, Ontario.....	Average, \$36.	20	125,666



# APPENDIX R.—ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE.

To the Hon. R. Harcourt, M.A., M.P.P., Minister of Education :

Sir,—I have the honour to submit the annual report of the School of Practical Science for the year 1903.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year, 1902-03, and the first term of the academic year, 1903-04, except when otherwise stated.

The number of students in attendance was as follows :

	2nd Term. Session 1902-03.	1st Term. Session 1903-04.
In the Regular Departments.		
I. year .....	136	180
II. year .....	105	104
III. year .....	65	83
IV. year .....	20	20
Occasional .....	4	3
	<hr/> 330	<hr/> 390

The fees for the academic year 1902-03 were \$24,053.

Of the above amount \$1,715 were paid to the Bursar of the University of Toronto for instruction in Mathematics and Biology, under the authority of an Order-in-Council, dated January 22nd, 1903 ; \$1,266.20 to the Examiners of the School for the Session 1902-03, under the authority of an Order-in-Council, dated February 3rd, 1899, and the remainder, \$21,071.80, to the Honourable the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1902-03 was two hundred and eighty-five. Of these two hundred and thirty-three passed.

One candidate for a special certificate passed the necessary examination.

The number of candidates who graduated was fifty-six. The total number of graduates to date is four hundred.

The following statement shows the geographical distribution of the graduates now living :

	Number.	Percentage.
Canada .....	273	71
United States .....	102	26
Other Countries .....	11	3
	<hr/> 386	<hr/> 100

The number of graduates who proceeded to the degree of B.A.Sc. at the University examinations of 1903 was eighteen. The total number of graduates who have received the degree of B.A.Sc. is one hundred and twenty-eight.

Eighteen graduates have received the degree of C.E., two the degree of M.E. (Mining Engineer), three the degree of M.E. (Mechanical Engineer), and two the degree of E.E. in the University of Toronto.

The regular departments of instruction are :

1. Civil Engineering.
2. Mining Engineering.
3. Mechanical and Electrical Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses :

## Subjects Taught by the Faculty of the School of Science.

Subject.	Instructors.	Number of Students.	
		2nd Term. Session 1902-1903.	1st Term. Session 1903-1904.
Organic and inorganic chemistry. Applied chemistry.....	W H. Ellis, M.A., M.B. Professor... J. W. Bain, B.A. Sc., Lecturer..... E. G. R. Ardagh, B.A. Sc. Fellow.... C. G. Williams, Grad S.P.S., Fellow.. F. G. Marriott, Grad. S.P.S. ....	316	375
Geology .....	A. P. Coleman, M.A., Ph.D., Professor } G. R. Mickle, B.A., Lecturer ..... } J. G. McMillan, B.A. Sc. Fellow..... }	149	150
Assaying .....			
Metallurgy.....			
Mining and ore-dressing.....			
German .....	J. Galbraith, M.A., Professor..... } J. McGowan, B.A., Lecturer ..... } R. W. Angus, B.A. Sc., Lecturer..... } H.G. McVean, B.A. Sc., Demonstrator }	320	387
Dynamics .....			
Strength of materials .....			
Theory of construction.....			
Machine design .....			
Mechanics of machinery .....			
Compound stress .....			
Hydraulics .....			
Thermodynamics and theory of the steam engine .....			
French .....			
Statics .....	C. H. C. Wright, B.A.Sc., Professor.. } J. R. Cockburn, B.A.Sc., Fellow..... } A. E. Davison, Grad. S.P.S., Fellow.. } S. B. Wass, Grad. S.P.S., Fellow.... }	307	374
Drawing .....			
Architecture .....			
Plumbing, heating and ventila- tion .....			
Mortars and cements .....			
Brick and stone masonry .....			
Surveying .....	L. B. Stewart, D.T.S., Professor .... } J. L. R. Parsons, B.A., Fellow..... }	306	370
Geodesy and astronomy .....			
Spherical trigonometry.....			
Least squares .....			
Descriptive geometry .....			
Electricity .....	T. R. Rosebrugh, M.A., Professor... } H. W. Price, B.A.Sc., Demonstrator. } H. M. Shipe, Grad. S.P.S., Fellow... }	166	243
Magnetism .....			
Dynamo-electrical machinery ...			

## Subjects Taught by the Faculty of Arts.

Subjects.	Instructors.	Number of Students.	
		2nd Term. Session 1902-1903.	1st Term. Session 1903-1904.
Algebra .....	Alfred Baker, M.A., Professor..... } A. T. DeLury, B.A., Associate Professor }	241	286
Euclid .....			
Plane trigonometry.....			
Analytical geometry.....			
Calculus .....			
Astronomy .....	James Loudon, M.A., LL.D, Professor }	250	301
Sound .....			
Light, heat, electricity and mag- netism .....			
Hydrostatics .....			
Biology .....			
Mineralogy .....			
Petrography .....			

## GENERAL.

## Statistics of Cost and Attendance, etc.

Item.	Average from 1890-91 to 1899-1900, inclusive.	1900-01.	1901-02.	1902-03.
Annual expenditure on maintenance .....	\$23,235 92	\$32,792 98	\$34,910 73	\$39,798 77
Annual fees paid into Provincial Treasury .....	5,021 40	12,356 50	17,430 35	21,071 80
Annual net cost .....	18,214 52	20,436 48	17,480 38	18,721 97
Teachers' salaries .....	14,698 00	20,600 00	22,325 00	24,425 00
Students in attendance .....	138	231	290	341
Annual cost per student .....	\$132	\$88	\$60	\$55
Teachers' salaries per student .....	107	89	77	72

These figures show that for the last thirteen years the annual cost of the School to the Province has been practically stationary, amounting in round numbers to \$18,400. The annual cost per student now stands at the extraordinarily low figure of \$55.

The expenditure on teachers' salaries per student is at present \$72.

The economy shown in these figures is, I believe, unexampled in the history of technical education, and they might well be used to cast doubts on the efficiency of the School were it not for the overwhelming evidence to the contrary contained in the list of graduates and their positions published in our Calendar. There can be no doubt, however, that economy has been carried to the dangerous point, and that there ought to be a change of policy in this respect.

In the above computations of cost the interest on capital expenditure, depreciation, and insurance, which are the remaining items of the annual cost are not taken into account.

The total expenditure on capital account (buildings and equipment) from 1877 to session 1899-1900, inclusive, was \$225,545.34. The annual expenditures since that time have been as follows: 1900-1901, \$4,257.60; 1901-1902, \$34,927.13; 1902-1903, \$118,880.68, making the total expenditure on capital account to the end of 1903, \$383,610.75. The great increases in the latter two years are due to the new Chemistry and Mining Building.

The annual expenditure on insurance began in 1895, at which time it amounted to \$450; at present it is \$870.

## Increase of Staff, etc.

The enormous mass of records of practical work which must be checked, marked and classified for examination purposes is proving to be an altogether too heavy task for the present staff. The practical laboratory work required of the staff is also increasing very rapidly. The Council, therefore, has recommended to the Government the appointment of three new demonstrators, two additional fellows, an attendant in the electrical laboratory, and an assistant in the mechanical laboratory.

The recommendations regarding equipment made by the Council of the School in submitting the estimates for 1904 cover such changes and additions as seem to be necessary for the work of the School during the ensuing year.

## Chemistry and Mining Building.

Owing to the large increase in the number of students the overcrowded condition of the present building is more pronounced than ever. Every endeavor ought to be made to have the Chemistry and Mining Building ready for occupation next October. It will probably take a month to remove from the present building and install in the



new building the equipment at present in use. Before doing this all the standing equipment, such as chemical tables, fume closets, furnaces, blowpipe tables, etc., with the necessary plumbing, water and gas services, experimental electric wiring, storage batteries, etc., must be in place. The installation of the latter equipment ought to be begun not later than June 1st. It will thus be necessary that all work on the general contracts for building, heating, plumbing, electric lighting, etc., be completed by that date if the building is to be occupied on October 1st. This statement also applies to the Milling Building.

J. GALBRAITH, Principal.

Toronto, December, 1903.

## APPENDIX S—ANNUAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF TORONTO.

To His Honor the Hon. William Mortimer Clark, Lieutenant-Governor of Ontario.  
May it please your Honor :

I have the honor to submit the following report for the year ending June 30th, 1903 :—

### The Teaching Staffs.

The following is a tabular statement of the numbers engaged in teaching during the year in the Faculties named. These numbers include the Arts staffs of University College and Victoria College :

	Arts.	Medicine.	Applied Science.
Professors and Associate-Professors.....	42	33	6
Lecturers and Demonstrators.....	18	13	7
Instructors and other Assistants.....	23	12	8
	83	58	21

### Changes in the Staffs.

The following paragraphs contain notes of the more important resignations, appointments and promotions in the various Faculties :

In the Department of English, Mr. D. R. Keys, M.A., has been promoted to the rank of Associate-Professor of Anglo-Saxon.

In the Department of French, Mr. J. H. Cameron, M.A., has been promoted to the rank of Associate-Professor.

Mr. W. S. Milner, M.A., formerly Lecturer in Latin, has been promoted to an Associate-Professorship in Ancient History.

Dr. Uzzell Ogden, after fifty years of continuous medical teaching in the Toronto School of Medicine and the University of Toronto, has resigned the Professorship of Gynaecology, retaining the rank of Professor Emeritus.

On October 3rd, 1902, Dr. Bertram Spencer, Professor of Medical Jurisprudence and Associate-Professor of Clinical Surgery, was removed by death.

Dr. J. F. W. Ross has been promoted from an Associate-Professorship to the rank of Professor of Gynaecology.

## STUDENTS IN ARTS, MEDICINE AND APPLIED SCIENCE.

## Arts.

(1) B.A. course :		
Regular .....	748	
Occasional .....	115	
Graduate .....	30	
(2) Ph.D. course .....	14	
	—	907

## Medicine.

Regular .....	432	
Occasional .....	62	
	—	494

## Applied Science.

Regular .....	337	
Occasional .....	4	
	—	341
		— 1,742

## STUDENTS IN AFFILIATED COLLEGES.

Ontario Agricultural College :		
*Regular students .....	299	
Royal College of Dental Surgeons .....	211	
Ontario College of Pharmacy .....	275	
†Toronto College of Music (proceeding to degree of Mus. Bac.) .....	1	
†Toronto Conservatory of Music (proceeding to degree of Mus. Bac.) .....	...	
	—	786

Total ..... 2,528

\* In addition to the above, 429 were enrolled as occasional students and as students taking short courses.

† In addition to the above, 500 were enrolled in the Toronto College of Music and 1,300 in the Toronto Conservatory of Music, as students taking courses leading to a college diploma or certificate.

## CANDIDATES EXAMINED.

Arts .....	1,000
Ph.D. ....	4
Medicine .....	465
Law .....	20
Applied Science and Engineering .....	324
Pedagogy .....	2
Agriculture .....	16
Dentistry .....	121
Pharmacy .....	53
Music .....	202
Physical Training .....	1
Household Science .....	2
Total .....	2,210

## DEGREES CONFERRED.

LL.D. (Hon.) .....	4
Mus. Doc. (Hon.) .....	1
Ph.D. ....	4
M.A. ....	26

B.A. ....	149
M.D. ....	1
M.B. ....	82
LL.B. ....	4
D.D.S. ....	53
E.B. ....	1
B.A.Sc. ....	17
B.S.A. ....	16
D.Paed. ....	3
B.Paed. ....	1
Phm B. ....	53
Total .....	415

## DIPLOMAS AND CERTIFICATES.

Engineering .....	51
Local Examinations in Music .....	194
Licentiate in Music .....	1
Physical Culture .....	1
Total .....	247

## New Courses of Study.

In the Arts Department of Modern Languages the curriculum has been revised for the purpose of allowing increased options in the direction of specialization in Teutonic and Romance languages respectively, at the same time providing a course of study for candidates desiring to obtain the specialists' certificate of the Education

Department of Ontario. The specialization referred to, which begins in the second year of the course, is, however, not exclusive. In view especially of the extensive employment of Spanish as a commercial language, this subject has been added as an option in the General Course leading to the B.A. degree.

In the Departments of Physical and Natural Science the courses have been re-arranged. The various graduating departments of Biology, Biological and Physical Science, Physics, Chemistry, and Geology and Mineralogy, have now a common course for the first year, specialization in any one science being postponed till the beginning of the second year. Further, the curriculum in each of these departments has been arranged with a view to affording the broadest scientific foundation for the more specialized work of the third and fourth years.

In response to the demand for instruction in Household Science, a curriculum of study extending over four years has been prescribed, leading to the degree of Bachelor of Household Science. A diploma in this subject is also granted upon the completion of a course extending over two years.

Owing to the importance of Forestry as regards agriculture, lumbering, and the conservation of the Crown forests, the Senate has passed a Statute establishing a School of Forestry and prescribing the following curriculum in the subject, leading to a diploma :

Entrance : Candidates for a Diploma must have passed in the subjects of Junior Matriculation, omitting Latin ; or be of the third year's standing in the Ontario Agricultural College; or present satisfactory certificates of standing from another University.

The course shall extend over three winter, and two summer, sessions. The subjects of instruction and examination shall be as follows :

First year : Elementary Biology, with Laboratory Work ; Elementary Chemistry, with Laboratory work ; Elementary Physics ; Elementary Geology ; English and Mathematics of the First Year General Course in Arts ; Scientific French and German.

Second year : Morphology and Physiology of Phanerogamic Plants ; Forest Botany ; Forest Zoology ; Geology and Mineralogy, with the origin and nature of Soils ; General Principles of Forestry, including Forest Physiography ; Meteorology ; Sylviculture ; Practical Physics ; Surveying and Drawing, and Forest Measurements.

The Summer Session of the Second Year shall be devoted to Practical Work in the Forest, in illustration of the foregoing subjects.

Third year : Cryptogamic Botany ; Diseases of Trees, due (1) to physical conditions, (2) to attacks of plants and animals ; physical characteristics and commercial utilization of the various kinds of woods ; Forestry, including the administration and protection of Forests, Lumbering, Construction of Forest Roads ; Administration of the Forest resources of Ontario ; Provincial Forest Laws and Regulations.

The Summer Session of the Third Year shall be devoted to Practical Work in the Forest, in illustration of the foregoing subjects.

The Statutes referred to above at present await the sanction of the Lieutenant-Governor-in-Council.

As supplementary to the above statutes, and embodying an understanding entered into with the Ontario Agricultural College, a resolution was passed by the Senate providing for such courses of instruction in that institution as might be found advisable in the interests of agricultural forestry.

#### Research Work.

In my last report I outlined the history of the movement in favor of Research Work, from its inception in 1883 to the establishment of the degree of Ph.D. for research in 1897. I am more than ever convinced that the encouragement of research is a vital matter as regards the future development of the University and the promotion of higher ideals in University work. I am gratified to report that during the past year satisfactory progress in this direction has been made, as will be seen by reference to the list of published papers given in the Appendix.



When the degree of Ph.D. was instituted in 1897, it was found necessary to restrict its application to the Scientific Departments, Philosophy, Political Science and Oriental Literature. I consider it highly desirable that the scheme should be extended to include the remaining Arts Departments, viz., Mathematics, Classics, Modern Languages, and History. In so far as the language departments are concerned, this extension would be facilitated by the re-organization of the Department of Comparative Philology.

#### Special University Lectures.

The usual course of Saturday popular lectures was delivered in January and February by Professor T. L. Walker, Professor W. H. Fraser, Professor W. J. Alexander, Rev. C. W. Gordon, Dr. Albert Ham, and Dr. Sidney Lee.

In addition to the above, a special lecture on "La Renaissance en France," was delivered by M. Germain Martin, of the University of Paris.

From the report of the Librarian, which is appended, it will be seen that the total accumulation of books in the Library since the destruction of the former Library by fire in 1890, now amounts to 74,841, and upwards of 18,500 pamphlets. The number of volumes added during the year was 2,504, of which 464 were presented to the Library.

In my report for last year I called attention to the absence in the present building of reading-room accommodation for members of the Faculties, and to the insufficiency of the rooms provided for administration purposes. I regret to say that nothing has been done to remedy these defects. At the present rate of increase the stack-room accommodation of the building will be exhausted in the near future, and provision for these necessities by an extension of the building cannot be much longer delayed.

The necessity for an increased annual appropriation for the Library has now become urgent. The total annual appropriation for all purposes, exclusive of salaries, is at present \$6,000. To meet the demands of the various departments, and to enable research students to prosecute their work satisfactorily, the appropriation should be increased to at least \$10,000, as recommended by the Librarian. This sum is a very moderate one, as compared with the amounts at the disposal of universities of similar standing in the United States, as will be seen by reference to the Appendix.

#### Geological and Mineralogical Museum.

In the Science Building in course of erection on College street, a floor space of 4,000 square feet is allotted for museum purposes in Geology and Mineralogy. This accommodation is quite insufficient for the collections now in the possession of the University, and it will be necessary to take immediate steps to provide additional space. Memoranda on the subject, from the professors of Geology and Mineralogy, will be found in the Appendix.

#### New Buildings.

The Medical Building, which was in process of erection at the close of the academic year 1901-2, has since then been completed, and occupied by the Medical Faculty and the Arts Department of Physiology. Accommodation has also been provided in this building for the bacteriological and chemical laboratories of the Provincial Board of Health. The building is three storeys in height, with an additional storey and sub-basement in the wings, and has a total floor space of 64,830 square feet. It contains two large lecture-rooms, one affording accommodation for 300, and the other for 200, students. The laboratories are arranged on the unit system, a unit room being 30 feet long by 23 feet wide, lighted on its long face by two large windows. These units may be combined, so as to form large laboratories, or sub-divided for the purposes of larger or smaller classes. A number of small rooms, with accommodation for one or two workers, have been provided for students engaged in research.

The building in course of erection for the purposes of the Faculty of Applied Science and the Arts Department of Mineralogy and Geology is as yet unfinished. It is

extremely desirable that every effort should be made towards its completion before the opening of the session of 1904-5, as the work of the institution is greatly hindered by the overcrowding in the building now occupied by the Faculty of Applied Science.

#### Building Requirements.

In my last report I expressed the opinion that "the erection of a new Physical Laboratory is the most urgent need of the University at the present time, and cannot be longer delayed without seriously impairing the efficiency of this important department". Since the time referred to the disabilities under which the work of the department has been conducted have so multiplied that action in the matter can no longer be delayed. The Department of Physics provides instruction to students, not only in Arts, but also in Medicine and Engineering. During the present year instruction in Physics has also been prescribed for students in Dentistry and Household Science. For the larger classes the lecture-room accommodation is quite inadequate. There are at the date of this report four classes, containing respectively 180, 186, 195, and 260 students. The Physics lecture-room is seated for only 135 students, and, to show how serious the situation has become since last Session (1902-3), it may be stated that whereas it was necessary last year to divide one class and repeat the lecture, this year the increased numbers render such a division necessary in the case of four classes.

In the practical work the situation is even more serious. The total number of students to be provided for this year in the laboratories is 403, the accommodation for whom was found so inadequate that it has been supplemented by utilizing the space between the cases in the apparatus room, and by resorting to four rooms in the basement. Such temporary makeshifts as these, however, cannot continue to be used in fairness either to instructors or students.

Some idea of the inadequacy of the accommodation may be formed by comparing the total floor space available in Physics with that allotted to other scientific departments in the University:

	Floor Space (Square feet).
Physics .....	9,285
Biology .....	26,694
Chemistry .....	31,332
Physiology .....	17,700
Mineralogy and Geology (in the new building) .....	19,000

In fact, the accommodation in the Department of Physics is so limited that it is not only insufficient for proper work, but is positively insanitary.

The erection of a separate building for Physics, and the removal of the Department from the Main Building, would leave considerable space available for the work of other departments, especially that of Psychology, which is at present hampered for want of sufficient laboratory and lecture-room accommodation.

Relatively to the other branches of Science, the Department of Botany has hitherto not received the encouragement which the importance of the subject demands. To place the department on an efficient basis the erection of a Botanical Laboratory with Plant Houses attached, is absolutely necessary. While this provision would be a valuable adjunct to the courses in Forestry prescribed by the Senate, I wish to emphasize the fact that, apart altogether from this consideration, the buildings in question are necessary for the proper instruction of students in Natural Science in the Faculty of Arts. The erection of these buildings is the more desirable in view of the practicability of utilizing them for the training of those Public School teachers, who are required to undertake the work of nature study at present prescribed by the regulations of the Education Department.

I am gratified to report that the estimated amount required for the erection of a Convocation Hall has been secured, upwards of \$51,000 having been subscribed for this

purpose by the Alumni and friends of the University, and \$50,000 granted by vote of the Legislature.

#### Other Requirements.

In my report for the year 1901-2 I directed attention to the desirability of providing medical supervision for students engaging in athletic exercises, and pointed out the serious consequences which are liable to arise through the lack of such supervision. Nothing has been done in this direction, and I would again urge the desirability of appointing a Medical Director for this purpose.

The art of public speaking has hitherto received little or no attention in this University. The importance of the subject demands that in the near future some means should be provided for systematic training at least in the fundamental principles of the art.

I desire to direct attention to the inadequacy of the staff in the Faculty of Applied Science relatively to the amount of ground to be covered in the teaching of the various branches and to the number of students now in attendance. The staff consists of 6 professors, 7 lecturers, and 8 instructors and other assistants, while the attendance numbers 341. Comparison with other engineering schools will show that the proportion of instructors to students is far below what obtains in institutions of similar character elsewhere.

As a consequence, the members of the staff are overworked, and have no time to engage in research work in Applied Science. The strength of the staff should be largely increased, and amongst the new appointments should be professorships of Mining and Metallurgy. In addition to these, a professorship in Naval Architecture should be established in response to the demand for instruction in this branch which has arisen from the growth of the shipbuilding trade in Canada. On this point, as well as with regard to Mining and Metallurgy, I have already made representations in communications addressed to the Hon. the Minister of Education.

#### Finances.

The following figures exhibit the total revenues and expenditures for the three Faculties of Arts (University and University College), Medicine, and Applied Science and Engineering.

	Revenue.	Expenditure.
	\$ c.	\$ c.
Arts .....	161,811 07	176,480 54
Medicine .....	40,614 49	40,614 49
Applied Science and Engineering.....	42,774 97	42,774 97

Details of these figures will be found in the Addendum. The deficit in Arts was met by a Legislative grant.

The figures relating to Applied Science and Engineering are extracted mainly from the Public Accounts of the Province, the financial administration of the School of Practical Science being directly under Government control. The net cost of the School to the Province would appear to be about \$18,721.97.

I have the honor to be, Sir,

Your obedient servant,

J. LOUDON,  
President.

Toronto, March 7th, 1904.



## ADDENDUM A—REPORT OF THE DEAN OF THE FACULTY OF ARTS.

University of Toronto,  
February 3rd, 1904.

James Loudon, Esq., LL.D.,

President of the University of Toronto :

Sir,—I beg to submit herewith a detailed list, for the academic year 1902-03, of the personnel of the teaching staff of the Faculty of Arts of the University of Toronto, and also statistics as to the attendance of students in the various subjects taught by the members of the staff. As will be seen, certain classes are taken advantage of by students of the Faculties of Medicine and Applied Science.

Staff, 1902-03.

Faculty of Arts.

**Physics :**

Professor, James Loudon, M.A., LL.D.

Associate-Professor, W. J. Loudon, B.A.

Associate-Professor, J. C. McLennan, B.A., Ph.D.

Lecturer, C. A. Chant, M.A., Ph.D.

Assistant in Physical Laboratory, G. R. Anderson, M.A.

Lecture Assistant, E. F. Burton, B.A.

Mechanical Assistant, J. S. Plaskett, B.A.

**Mathematics :**

Professor, Alfred Baker, M.A.

Associate-Professor, A. T. DeLury, M.A.

Special Lecturer, J. C. Fields, B.A., Ph.D.

Fellow, E. F. Burton, B.A.

**Chemistry :**

Professor, W. R. Lang, D.Sc.

Associate-Professor, W. L. Miller, B.A., Ph.D.

Lecturer, F. B. Allan, M.A., Ph.D.

Lecturer, F. B. Kenrick, M.A., Ph.D.

Assistant, Miss C. C. Benson, B.A., Ph.D.

Assistant, C. M. Carson, B.A.

Junior Assistants, Alfred Tingle, B.Sc., Ph.D., G. B. Smith, B.A.

**Biology :**

Professor, R. Ramsay Wright, M.A., B.Sc., LL.D.

Lecturer in Biology, W. H. Piersol, B.A., M.B.

Lecturer in Zoology, B. A. Bensley, B.A., Ph.D.

Lecturer in Botany, J. H. Faull, B.A.

Lecture Assistant in Biology, C. M. Fraser, B.A.

Class Assistant in Botany, R. B. Thomson, B.A.

Class Assistants in Biology, A. H. Adams, B.A., M. H. Embree, B.A., A. C. Hendrick, B.A., M.B., W. J. McCollum, M.B., E. A. McCulloch, B.A., G. W. Ross, B.A.

**Physiology :**

Professor, A. B. Macallum, M.A., M.B., Ph.D.

Demonstrator, F. H. Scott, B.A., Ph.D.

**Geology :**

Professor, A. P. Coleman, M.A., Ph.D.

Lecturer, W. A. Parks, B.A., Ph.D.

**Mineralogy and Petrography :**

Professor, T. L. Walker, M.A., Ph.D.

**Comparative Philology :**

Professor, Maurice Hutton, M.A., LL.D.

**Modern History :**

Professor, G. M. Wrong, M.A.

**Political Economy :**

Professor, J. Mavor.

Lecturer, S. M. Wickett, B.A., Ph.D.

Mackenzie Fellow in Political Science, E. H. Oliver, M.A.

Mackenzie Fellow in Political Science, F. P. Clappison, B.A.

**Philosophy :**

Professor of History of Philosophy, J. G. Hume, M.A., Ph.D.

Associate-Professor, A. Kirschmann, M.A., Ph.D.

Lecturer, F. Tracy, B.A., Ph.D.

Lecturer, A. H. Abbott, B.A.

Laboratory Assistant, Miss M. Downing, B.A.

**Italian and Spanish :**

Professor, W. H. Fraser, M.A.

Special Lecturer in Spanish, F. J. A. Davidson, B.A., Ph.D.

Instructor in Italian, E. J. Sacco.

**Roman Law, Jurisprudence and History of English Law :**

Professor, A. H. F. Lefroy, M.A.

**Constitutional and International Law and Constitutional History :**

Professor, J. McGregor Young, M.A.

The following tables exhibit the numbers attending lectures in University subjects, together with the numbers of those taking the practical work in the laboratories :

**MATHEMATICS.**

	Pass.	Pass and Honors.	Honors.
Arts—First Year .....	146		37
Second Year .....			59
Third Year .....			10
Fourth Year .....	23		9
School of Practical Science—First Year .....		137	
Second Year .....			105
Totals .....	169	137	220

**PHYSICS.**

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—First Year .....	30	68		24
Second Year .....			75	31
Third Year .....	12	17		24
Fourth Year .....			7	7
Ph. D. Students .....				1
Medicine—First Year .....			98	
School of Practical Science—First Year .....			85	85
Second Year .....			106	106
Third Year .....				55
Totals .....	42	85	371	333

## BIOLOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory
Arts—First Year.....	108	37	.....	37
Second Year.....			15	15
Third Year.....			15	15
Fourth Year.....			8	8
Medicine—First Year.....		98	.....	98
Second Year.....			116	116
School of Practical Science—First Year.....		2	.....	2
Totals .....	108	137	154	291

## PHYSIOLOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—Second Year.....			15	15
Fourth Year.....			8	8
Medicine—First Year.....			93	.....
Second Year.....			116	116
Totals .....			237	139

## CHEMISTRY.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—First Year.....		77	.....	46
Second Year.....	6		43	43
Third Year.....			22	22
Fourth Year.....			9	9
Ph.D. Students.....				2
Medicine—First Year.....		95	.....	95
Second Year.....			118	118
School of Practical Science—Third Year.....			3	.....
Totals .....	6	172	295	335

## GEOLOGY AND MINERALOGY.

	Pass.	Pass and Honors.	Honors.	Laboratory.
Arts—Second Year.....	75	17	.....	17
Third Year.....			6	6
Fourth Year.....			6	6
Ph.D. students.....				2
Totals .....	75	17	12	31



## PHILOSOPHY.

	Logic.	Psychology.		History of Philosophy.	Philosophy.
	Pass.	Pass.	Laboratory.	Pass.	Honors.
Second year.....	130	137	.....	.....	21
Third year.....	.....	.....	26	.....	26
Fourth year.....	.....	.....	27	11	27
Graduate students.....	.....	.....	5	.....	5
Ph. D. students.....	.....	.....	3	.....	3
Totals.....	130	137	61	11	82

## POLITICAL SCIENCE AND HISTORY.

	Economics.		History.		Constitutional History.		Law.
	Pass.	Honors.	Pass.	Honors.	Pass.	Honors.	Honors.
Second year.....	.....	37	73	50	.....	35	.....
Third year.....	.....	22	30	46	30	22	22
Fourth year.....	34	26	15	57	34	26	26
Graduate students.....	.....	8	.....	.....	.....	.....	.....
Totals.....	34	93	118	153	64	83	48

## ITALIAN, SPANISH AND PHONETICS.

	Italian.	Spanish.	Phonetics.
	Honors.	Honors.	Honors.
First year.....	43	18	51
Second year.....	25	8	.....
Third year.....	14	11	.....
Fourth year.....	9	2	.....
Graduate students.....	.....	2	.....
Totals.....	91	41	51

I also subjoin statistics as to the courses selected by regular students proceeding to a degree in Arts in the University. The following table indicates whether the students in question are enrolled in University College or Victoria College :

	First year.		Second year.		Third year.		Fourth year.	
	U.C.	V.C.	U.C.	V.C.	U.C.	V.C.	U.C.	V.C.
Classics.....	12	8	12	6	9	1	11	1
English and History.....	11	5	9	1	2	1	4	1
Modern Languages.....	33	8	24	9	18	4	16	10
Oriental Languages.....	.....	.....	1	.....	2	2	2	1
History.....	.....	.....	2	.....	.....	.....	.....	.....
Political Science.....	.....	.....	24	4	19	3	21	5
Philosophy.....	.....	.....	14	8	15	10	12	7
Mathematics and Physics.....	15	4	15	5	11	4	12	3
Physics and Chemistry.....	7	3	3	1	3	.....	1	.....
Chemistry and Mineralogy.....	11	3	3	4	4	.....	3	2
Natural Science, Div. I.....	.....	.....	.....	.....	7	2	8	.....
Natural Science, Div. II.....	9	.....	7	.....	3	.....	2	.....
Biological and Physical Science.....	23	2	5	2	1	3	.....	.....
General Course.....	56	21	35	17	16	15	14	10

I am, Sir, Yours faithfully,

(Sgd.) R. RAMSAY WRIGHT,

Dean of the Faculty of Arts.

ADDENDUM B—REPORT OF UNIVERSITY COLLEGE.

Principal, Maurice Hutton, M.A., LL.D.

Greek :

Professor, Maurice Hutton, M.A., LL.D.  
Lecturer, Adam Carruthers, M.A.

Latin :

Professor, John Fletcher, M.A., LL.D.  
Associate-Professor of Ancient History, W. S. Milner, M.A.  
Lecturer, G. W. Johnston, B.A., Ph.D.

English :

Professor, W. J. Alexander, B.A., Ph.D.  
Associate-Professor of Anglo-Saxon, D. R. Keys, M.A.

German :

Professor, W. H. Vander Smissen, M.A.  
Lecturer, G. H. Needler, B.A., Ph.D.  
Instructor, P. Toews, M.A., Ph.D.

French :

Professor, John Squair, B.A.  
Associate-Professor, John Home Cameron, M.A.  
Instructor, St. Elme de Champ, B.es L.

Oriental Literature :

Professor, J. F. McCurdy, Ph.D., LL.D.  
Lecturer, R. G. Murison, M.A., Ph.D.

Ethics :

Professor, J. G. Hume, M.A., Ph.D.

The following table exhibits the number of students in attendance during the session :

FIRST YEAR :			
	Regular .....	170	
	Occasional .....	16	
		—	186
SECOND YEAR :			
	Regular .....	131	
	Occasional .....	17	
		—	148
THIRD YEAR :			
	Regular .....	119	
	Occasional .....	19	
		—	138
FOURTH YEAR :			
	Regular .....	113	
	Occasional .....	10	
		—	123
	Graduates .....		21
	Ph. D. ....		3
			— 619

The following tables exhibit the number of students in attendance upon lectures in subjects of the General and Honor Courses :

GENERAL COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First year.....	40	144	52	134	38	63	37	.....
Second year.....	35	71	.....	111	42	51	11	.....
Third year.....	16	18	.....	86	12	17	12	35
Fourth year.....	2	14	.....	71	5	7	1	.....
Total .....	93	247	52	402	97	138	61	35

## HONOR COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First year .....	16	23	16	64	49	70	.....	.....
Second year.....	16	18	34	39	24	30	1	.....
Third year.....	11	11	11	35	19	20	2	19
Fourth year .....	18	17	16	41	16	18	2	.....
Ph.D. Students .....	2	.....	1	.....	.....	.....	1	.....
Totals.....	63	69	78	179	108	138	6	19

## ADDENDUM C—VICTORIA UNIVERSITY.

Rev. Nathanael Burwash, S.T.D., LL.D., F.R.S.C., President.

Rev. Alfred H. Reynar, M.A., LL.D., Dean of the Faculty of Arts, William Gooderham Professor of English Literature.

A. R. Bain, M.A., LL.D., Nelles Professor of Ancient History.

Rev. E. I. Badgley, M.A., LL.D., Egerton Ryerson Professor of Mental and Moral Philosophy.

Rev. Francis Huston Wallace, M.A., D.D., Dean of Faculty of Theology, Geo. A. Cox Professor of Biblical Greek.

A. J. Bell, M.A., Ph.D. (Bresl.), Macdonald Professor of the Latin Language and Literature.

Rev. John Burwash, M.A., D.Sc., LL.D., H. A. Massey Professor of English Bible.

L. E. Horning, M.A., Ph.D. (Goettingen), Professor of German and Old English.

Rev. J. F. McLaughlin, B.A., B.D., Professor of Oriental Languages and Literature.

J. C. Robertson, B.A., W. E. H. Massey Professor of the Greek Language and Philosophy.

Peiham Edgar, Ph.D., Eliza Gooderham Professor of the French Language and Literature.

A. L. Langford, M.A., Associate-Professor of the Greek Language and Literature.

A. E. Lang, M.A., Associate-Professor of the German Language and Literature.

E. Masson, Instructor in French.

A. P. Misener, M.A., Lecturer in Oriental Languages and Literature.

The following table exhibits the number of Arts students in attendance during the session 1902-03 :

## FIRST YEAR :

Regular .....	72
Occasional .....	15
	— 87

## SECOND YEAR :

Regular .....	55
Occasional .....	22
	— 77

## THIRD YEAR :

Regular .....	45
Occasional .....	14
	— 59

## FOURTH YEAR :

Regular .....	43
Occasional .....	2
	— 45

## GRADUATES :

Occasional .....	9
Ph.D. ....	3
	— 12
	— 280



## ADDENDUM D—FACULTY OF MEDICINE.

Dean of the Faculty of Medicine, Professor R. A. Reeve, M.D., LL.D.

**Professores Emeriti :**

James Thorburn, M.D., M. H. Aikins, M.D., W. W. Ogden, M.D., J. H. Richardson, M.D., Uzziel Ogden, M.D.

**Professor of Surgery and Clinical Surgery :**

I. H. Cameron, M.B., Tor., F.R.C.S., Eng.

**Associate-Professor of Surgery and Clinical Surgery :**

G. A. Peters, M.B., Tor., F.R.C.S., Eng.

**Associate-Professor of Clinical Surgery :**

A. Primrose, M.B., C.M., Edin., H. A. Bruce, M.B., Tor., F.R.C.S., Eng., W. Oldright, M.A., M.D., Tor., F. N. G. Starr M.B., Tor.

**Lecturer in Clinical Surgery :**

Oldright, M.A., M.D., Tor., F. N. G. Starr, M.B., Tor.

**Professor and Director of the Anatomical Department :**

A. Primrose, M.B., C.M., Edin.

**Associate-Professor of Anatomy :**

H. Wilberforce Aikins, B.A., M.B., Tor.

**Demonstrator of Anatomy :**

F. N. G. Starr, M.B., Tor.

**Assistant Demonstrators of Anatomy :**

C. L. Starr, M.B., Tor., W. J. McCollum, M.B., Tor., W. J. O. Malloch, B.A., M.B., Tor., S. H. Westman, M.B., Tor., W. H. Piersol, B.A., M.B., Tor., E. R. Hooper, B.A., M.B., Tor., W. J. Wilson M.B., Tor., A. C. Hendrick, B.A., M.B., Tor., A. J. MacKenzie, B.A., M.B. Tor., D. McGillivray, M.B., Tor.

**Professor of Medicine and Clinical Medicine :**

A. McPhedran, M.B., Tor.

**Associate-Professors of Clinical Medicine :**

W. P. Caven, M.B., Tor., W. B. Thistle, M.D., Tor.

**Lecturers in Medicine and Clinical Medicine :**

R. J. Dwyer, M.B., Tor., R. D. Rudolf, M.D., C.M., Edin., M.R.C.P., Lond.

**Lecturers in Clinical Medicine :**

G. Boyd, B.A., M.B., Tor., A. R. Gordon, M.B., Tor., G. Chambers, B.A., M.B., Tor.

**Demonstrator in Clinical Medicine .**

W. Goldie, M.B., Tor.

**Professor of Pathology and Bacteriology :**

J. J. Mackenzie, B.A., M.B., Tor.

**Associate-Professor of Pathology and Bacteriology :**

J. A. Amyot, M.B., Tor.

**Laboratory Assistant in Bacteriology :**

T. D. Archibald, M.B., Tor.

**Demonstrators in Pathology :**

C. Silverthorn, M.B., Tor., C. J. Wagner, M.B., Tor.

**Assistant-Demonstrators in Pathology :**

T. D. Archibald, M.B., Tor., M. M. Crawford, M.B., Tor.

**Professor of Materia Medica and Therapeutics :**

J. M. MacCallum, B.A., M.D., Tor.

**Associate-Professor of Pharmacology and Therapeutics :**

C. F. Heebner, Phm.B., Tor.

**Professor of Gynaecology :**

J. F. W. Ross, M.B., Tor.

**Professor of Obstetrics :**

- A. H. Wright, B.A., M.D., Tor.  
Associate-Professor of Obstetrics and Pediatrics :  
H. T. Machell, M.D., Tor.  
Demonstrator of Obstetrics :  
K. C. McIlwraith, M.B., Tor.  
Professor of Ophthalmology and Otology :  
R. A. Reeve, B.A., M.D., LL.D., Tor.  
Associate-Professor of Ophthalmology and Otology :  
G. H. Burnham, M.D., Tor., F.R.C.S., Edin.  
Professor of Laryngology and Rhinology :  
G. R. McDonagh, M.D., Tor.  
Professor of Hygiene :  
W. Oldright, M.A., M.D., Tor.  
Professor of Toxicology :  
W. Ellis, M.A., M.B., Tor.  
Lecturer on Medical Jurisprudence :  
Hon. David Mills, LL.B., K.C.  
Extra-Mural Professors of Mental Diseases :  
Daniel Clark, M.D., Tor., N. H. Beemer, M.B., Tor.  
Professor of Physics :  
James Loudon, M.A., LL.D., Tor.  
Lecturer on Physics :  
C. A. Chant, M.A., Tor., Ph.D., Harvard.  
Professor of Chemistry :  
W. R. Lang, D.Sc., Glasg.  
Associate-Professor of Chemistry :  
W. L. Miller, B.A., Tor., Ph.D., Munich.  
Lecturers in Chemistry :  
F. B. Kenrick, M.A., Tor., Ph.D., Leipzig, F. B. Allan, M.A., Ph.D., Tor.  
Professor of Biology :  
R. Ramsay Wright, M.A., B.Sc., Edin., LL.D., Tor.  
Demonstrator in Biology :  
B. A. Bensley, B.A., Tor., Ph.D., Col.  
Professor of Physiology :  
A. B. Macallum, M.A., M.B., Tor., Ph.D., Johns Hopkins.  
Demonstrator in Physiology :  
F. H. Scott, B.A., Ph.D., Tor.  
Assistant Demonstrators :  
W. J. O. Malloch, B.A., M.B., Tor., S. W. Westman, M.B., Tor., A. C. Hendrick, B.A., M.B., Tor.

The following table exhibits the number of students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine :

Graduate Students .....	3	Students in First Year....	102
Students in Fourth Year ..	96	Occasional Students .....	62
Students in Third Year ...	112		
Students in Second Year ..	119	Total .....	494

#### ADDENDUM E—APPLIED SCIENCE AND ENGINEERING.

Dean of the Faculty, Principal Galbraith, M.A., LL.D.

##### Chemistry :

- Professor, W. H. Ellis, M.A., M.B.  
Lecturer, J. W. Bain, B.A.Sc.  
Fellow, E. G. R. Ardagh, B.A.Sc.

Lecture Assistant, M. C. Boswell, B.A.Sc.

**Geology, Mining and Metallurgy :**

Professor, A. P. Coleman, Ph.D.

Lecturer, G. R. Mickle, B.A.

Fellow, J.G. McMillan, B.A.Sc.

**Applied Mechanics :**

Professor, J. Galbraith, M.A.

Lecturer, J. McGowan, B.A., B.A.Sc.

Lecturer, R. W. Angus, B.A.Sc.

Demonstrator, H. G. McVean, B.A.Sc.

Fellow, W. C. Tennant, B.A.Sc.

**Architecture and Drawing :**

Professor, C. H. C. Wright, B.A.Sc.

Fellow, A. H. McBride, Grad. S.P.S.

Fellow, W. E. Wagner, B.A.Sc.

**Surveying and Geodesy :**

Professor, L. B. Stewart, D.T.S.

Fellow, E. V. Neelands.

**Electricity :**

Professor, T. R. Rosebrugh, M.A.

Demonstrator, H. W. Price, B.A.Sc.

Fellow, M. V. Sauer, B.A.Sc.

**Mathematics :**

Professor, Alfred Baker, M.A.

Associate-Professor, A. T. DeLury, M.A.

Fellow, E. F. Burton, B.A.

**Physics :**

Professor, James Loudon, M.A., LL.D.

Associate-Professor, W. J. Loudon, B.A.

Associate-Professor, J. C. McLennan, B.A., Ph.D.

Lecturer, C. A. Chant, M.A., Ph.D.

Mechanical Assistant, J. S. Plaskett, B.A.

Lecture Assistant, G. R. Anderson, M.A.

**Biology :**

Professor, R. Ramsay Wright, M.A., B.Sc., LL.D.

**Mineralogy and Petrography :**

Professor, T. L. Walker, M.A., Ph.D.

**NUMBER OF STUDENTS BY YEARS :**

First year.....	143
Second year.....	66
Third year.....	66
Fourth year.....	22
Occasional.....	4

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**NUMBER OF STUDENTS BY DEPARTMENTS :**

1. Civil Engineers.....	105
2. Mining Engineers.....	59
3. Mechanical and Electrical Engineers.....	163
4. Architecture.....	2
5. Applied Chemistry.....	12

341

**ADDENDUM F—THE LIBRARY.**

The Librarian of the University of Toronto begs to submit his annual report for the year ending June 30th, 1903 :

1. The number of bound volumes added to the Library during the year was 2,504, of which 464 were presentations, making the total contents of the Library 74,813 volumes. The number of pamphlets added during the year was 1,560. The total number of pamphlets, of which no accurate account was kept until the last few years now exceeds 18,500.



2. During the session 1902-03 the average daily attendance of readers is estimated at 68. The largest number counted was 130, in the morning of April 17th. The statistics of the use of books by students are as follows, comparison being made with similar statistics for the previous year :

	1901-2.	1902-3.
Average number of books read in the reading-room during term, per week. ....	766	819
Average number of books taken out by students for the night, per week. ....	320	328
Total number of books taken out by students for periods longer than one night	3,687	2,788

Under the arrangement for giving students access to the stack-room on recommendation of a professor, 34 persons were admitted during the year for various periods. The similar figures for 1901-2 and 1900-1 are 27 and 26, respectively.

3. The number of institutions and learned societies on the exchange list of the Library, to which the University of Toronto Studies and the University Calendar and Examination Papers are sent, is now 348. The Library receives 225 periodicals and serial publications in return, besides University Calendars and many occasional publications from institutions included in the above total of 348, to which the University publications are sent.

4. In the last year's report attention was called to the absence in the present building of reading-room accommodation for members of the Faculties, and the insufficiency of the rooms provided for administration purposes. In addition to satisfying these pressing requirements, it will soon be necessary to build an extension to the stack-room. After a careful calculation of the amount of unoccupied shelving in the existing stack-room, it has been found that at the present rate of increase of the collection of books the shelves will be filled up to their full working capacity by June, 1906. Unless an addition to the building is ready for use by that date no more books can be put in the stack-room without upsetting the classification by subjects of the books on the shelves. When it is considered that upwards of 150 persons, both members of the Faculties and students, consult the shelves for the books they want, it is obvious that the work of these readers will be seriously interfered with if new books have to be inserted in the shelves wherever space can be found, irrespective of classification. Before three years have elapsed this course will be necessary unless a new stack-room is built in the meantime. Under the existing arrangement, moreover, only a very small staff of clerks is maintained, the readers admitted to the stack-room being able to find for themselves the books they want. An unclassified stack-room would entail a much larger staff, as every book wanted would have to be found by an attendant. Under the circumstances it would be more economical, as well as far more conducive to the satisfaction of readers, if the extension of the present building were proceeded with at once, in order that the new stack-room might be ready when needed.

5. The question of an increased annual expenditure on books is also urgent. At present the appropriation out of ordinary income is \$2,600. On recommendation of the Library Committee, endorsed by the Senate of the University, the Board of Trustees began in 1897 to supplement this annual sum out of the capital fund, consisting of the insurance money on the old library and the unexpended remainder of the subscriptions to the Library Restoration Fund. The total appropriation each year since 1897 has been raised in this way to \$6,000. This sum, divided among the departments and subjects, has not proved sufficient to maintain a good working library. Complaints are frequently made by the professors that new books and periodical, which they ought to see cannot be purchased for lack of funds. It is not surprising that such is the case. The output of books and periodicals is continually

increasing in all civilized countries, and the cost of them likewise. With the growth of post-graduate study in the University, a wider field of research is being cultivated, and greater demands in consequence made upon the Library. The universities of the United States of similar standing to the University of Toronto spend much larger sums on their libraries, and thus afford facilities for research to their professors and students that are wanting in the University of Toronto. The sums expended annually on books by the university libraries of this continent are not published in every case. The following, however, are recent figures accessible for a few of the chief universities.

Columbia University .....	\$55,000 per annum.
Cornell University (exclusive of Law Library).....	40,000 per annum.

California, University of.....	27,000 per annum.
Wisconsin, University of.....	17,000 per annum.
Michigan, University of.....	15,000 per annum.

The Library of the University of Toronto, with a total annual appropriation of \$6,000 for books, periodicals, binding, and office expenses other than salaries, must fall behind, and be an ineffective support to the scholarship of the University in comparison with libraries which are able to spend from three times to ten times as much.

All of which is respectfully reported.

(Sgd.) H. H. LANGTON,  
Librarian.

#### ADDENDUM G—BIOLOGICAL MUSEUM.

Since last year's report considerable progress has been made with the Card Catalogue, and the Vertebrate portion thereof is now complete, with the exception of certain portions of the collection of Reptiles and Fishes.

Various additions have been made, partly by purchase, chiefly by donations. The latter have been, as usual, recorded in the University Calendar.

The additions to the cases for storage and display, referred to in the last report, have not yet been secured. The necessity therefor has only become more apparent in consequence of the museum work of the past year, and I beg to recommend that such cases be procured at a cost of \$1,500.

(Sgd.) R. RAMSAY WRIGHT,  
Curator.

#### ADDENDUM H—MEMORANDA REGARDING GEOLOGICAL AND MINERALOGICAL MUSEUM.

In view of the occupation of the new Science Building next year, it is necessary to consider the space available for museum purposes. Owing to the cutting down of the plan, the wing intended for the Museum was omitted, and it has been arranged that a large lecture-room shall be used temporarily for museum purposes. The ground space thus provided is about 50 by 80 feet. The palaeontological material now on hand, including the collection being transferred to the department by Mr. B. E. Walker, is sufficient to fill the whole space. Other departments require accommodation as well, showing that the present provision is entirely insufficient. To provide for the present collections and future expansion it is desirable that the museum wing should be erected as soon as possible. At present the above material is stored in drawers, but for proper display it will be necessary to provide suitable cases when the new Museum is occupied.

(Sgd.) A. P. COLEMAN,  
Professor of Geology.

The mineralogical collections of the University are at present housed partly in the west wing of the Biological Building and partly in the School of Practical Science. In each instance a portion of the collection is arranged in glass cases in rooms which are at certain times open to the students and public.

In planning the new Chemistry and Mineralogy Building, an attempt was made to provide room for a suitable display of the mineralogical, geological, and palaeontological collection under one roof. Unfortunately, however, owing to the cost of building, it was found necessary to depart from this plan. The museum wing of the original plans was cut out, and does not form part of the present building.

Owing to the absence of proper museum accommodation, it is proposed to crowd the whole of the collection into a single room, barely large enough to contain that part of the specimens now on exhibition. No provision is made for the palaeontological department, or for expansion of the collections already displayed. It is thus apparent that the new building in its present form does nothing toward the solution of the museum problem.

As adequate display of our collections of rocks, fossils, minerals, and ores is demanded by the students, and also by those interested in the development of the mineral wealth of the Province, I feel I cannot too strongly insist upon the necessity of the immediate construction of the museum wing, as indicated in the original plans.

(Sgd. T. L. WALKER,  
Professor of Mineralogy and Petrography.

#### ADDENDUM J—UNIVERSITY OF TORONTO STUDIES.

University of Toronto Library,  
February 4th, 1904.

To the President of the University of Toronto :

Sir,—I beg to submit the following report of "University of Toronto Studies" for the year 1903.

1. The publication of University of Toronto Studies was commenced in the year 1898 by the aid of a Legislative grant of \$500, subsequently increased to \$600 per annum. An annual sum is also contributed by the University Library as an equivalent for the use of the Studies as Library exchanges.

2. The following list of published Studies, arranged by years, will show the considerable dimensions to which the Studies have attained on the small sum allowed annually :

In 1898 :

History—Review of Historical Publications relating to Canada. Vol. 2, edited by Prof. Wrong and H. H. Langton.

Economics—Public Debts in Canada, by J. Roy Perry.

Psychology—Spatial Threshold of Color, by W. B. Lane and others.

Biology—Gametophyte of *Botrychium Virginianum*, by E. C. Jeffrey. (Reprint from Canadian Institute Transactions.)

In 1899 :

History—Review of Historical Publications relating to Canada. Vol. 3, edited by Prof. Wrong and H. H. Langton.

Psychology—Contribution to the Psychology of Time, by Messrs. Shaw and Wrinch.

Psychology—Experiments on Time Relations of Poetical Metres, by Messrs. Hurst and McKay.

In 1900 :

History—Review of Historical Publications, Vol. 4, edited by Messrs. Wrong and Langton.



History—Preliminary Stages of the Peace of Amiens, by H. M. Bowman.

Psychology—Conceptions and Laws in Aesthetics, by Prof. Kirschmann. Experiments in Colors (2 papers), by Miss Baker and W. J. Dobbie.

Geology—The Huronian of the Moose River Basin, by W. A. Parks.

Physiology—Structure, etc., of Nerve Cells, by F. H. Scott (reprint from Canadian Institute Transactions).

Physiology—On the Cytology of Non-Nucleated Organisms, by Prof. Macallum (reprint from Canadian Institute Transactions).

Anatomy—Anatomy of the Orang-Outang, by Prof. Primrose (reprint from the Canadian Institute Transactions).

In 1901 :

History—Review of Historical Publications, Vol. 5, edited by Messrs. Wrong and Langton.

History—Early Trading Companies of New France, by H. P. Biggar.

Physiology—Observations on Blood Pressure, by R. D. Rudolf.

In 1902 :

History and Economics—Review of Historical Publications, Vol. 6, edited by Messrs. Wrong and Langton.

History and Economics—City Government in Canada (3 papers), by Messrs. Wickett and Lighthall.

Psychology—Conception and Classification of Art from a psychological standpoint, by Prof. Kuelpe (University of Wuerzburg). Experiments on Color and Light (3 papers), by Miss Baker and Messrs. Wilson and Abbott.

Biology—On the Identification of Meckelian and Mylohyoid Grooves, etc., by B. A. Bensley.

Biology—Anatomy of the Osmundaceae, by J. H. Faull (reprint from Botanical Gazette).

Geology—Michipicoten Iron Ranges, by Prof. Coleman and A. B. Wilmott.

In 1903 :

History and Economics—Review of Historical Publications, Vol. 7, edited by Messrs. Wrong and Langton.

History and Economics—Municipal Government in Ontario (3 papers), by Messrs. Shortt, McKay and Wickett.

Physiology—Chemistry of Wheat Gluten, by G. G. Nasmith (reprint from the Canadian Institute Transactions).

Physical Science—Radioactivity in the Air (2 papers), by Prof. McLennan and Mr. E. F. Burton.

Physical Science—Radioactivity of Metals Generally, by Prof. McLennan and Mr. Burton.

Philology—The Anglo-Saxon Scop, by L. F. Anderson.

3. Two new series were commenced last year, those in Physical Science and in Philology. Arrangements have been completed for another series, in Chemistry, which will be inaugurated by the publication of several papers in 1904. The pressure upon the funds at the disposal of the Committee becomes more acute with the accession of new departments interested in the publication of Studies. The recommendation that means be found of raising the annual grant to \$1,000 can only be repeated from last year's report with emphasis.

All of which is respectfully submitted.

(Sgd.) H. H. LANGTON,  
General Editor.

## ADDENDUM K—MARINE AND LACUSTRINE BIOLOGICAL STATIONS OF CANADA.

To the President of the University of Toronto :

Sir,—I beg to submit the following report as to the co-operation of members of the University in the scientific work carried on at these stations. The appropriation made by the Board of Trustees has been expended in meeting, in part or in whole, the expenses of workers not provided for out of the Dominion appropriation.

Marine Station at Malpeque.

The laboratory which had been stationed at Canso, N.S., for two seasons was moved to Richmond Bay, P.E.I., in June. Unfortunately, it met with an accident en route, which seriously delayed the summer's work. In addition to myself, who in the absence of the Commissioner of Fisheries, acted as Assistant Director, the University was represented by Prof. J. J. McKenzie and Dr. B. A. Bensley, the latter securing during his stay a large amount of valuable material for class work.

Richmond Bay is the most important centre of the Oyster Fishery of Canada, and consequently the efforts of the workers at the station were chiefly directed to scientific investigations bearing thereon. Prof. McKenzie studied the bacteriology of the Malpeque oysters, and satisfied himself of the absence of those pathogenic microbes which have in recent years caused serious epidemics, and thereby depreciated the value of certain other fisheries.

The investigations on the microscopic life of the sea, which I carried out at Canso, and a report on which is in course of publication, were continued at Malpeque especially in relation to the food of the oyster, and a number of experiments in oyster culture were instituted, which it is hoped to continue during the ensuing season, with the object of combating the decreasing yield of the Canadian oyster fisheries.

Lacustrine Station at Georgian Bay.

Dr. B. A. Bensley, who was in charge, reports as follows :

At the lacustrine station recently established by the Dominion Government at Go-Home, on the Georgian Bay, work was carried on continually during the last summer in two directions, aiming at the construction of an adequate map of the locality for hydrographic purposes, and the collection of data bearing on the natural history of the fishes. This work was greatly facilitated by a grant from the University providing for the expenses of student-assistants.

The construction of a map was entrusted to Mr. T. R. Loudon, assisted by Messrs. R. E. DeLury and J. S. DeLury, under the supervision of Prof. C. H. C. Wright of the School of Practical Science, and the collection of biological material to Messrs. R. T. Anderson and F. S. Carr, under the supervision of the Director. The collection of fishes begun in the preceding summer was practically completed, and other collections representing the stages of the growth of important fishes and the microscopic life of the water were systematically carried on. Owing to the unfortunate death of Mr. Anderson in the early part of the season, the station lost the services of a skilled and enthusiastic collector, and a part of the work originally planned had to be abandoned.

I am, Sir, Yours faithfully,

(Sgd.) R. RAMSAY WRIGHT,  
Professor of Biology.

## ADDENDUM L.—FINANCIAL STATEMENT.

## I. FACULTY OF ARTS.

*Receipts—1902-1903.*

Interest on purchase moneys.....	\$ 5,882 90
“ loans . . . . .	14,663 45
“ debentures.....	11,192 28
“ bank balances (including interest on advances to Medical Faculty)...	1,919 15
Rentals, University Park Lands.....	14,462 90
“ business properties. . . . .	3,447 29
“ School of Science site.....	925 00
“ Biological Building . . . . .	1,900 00
“ Board of Health . . . . .	200 00
“ City of Toronto (park).....	6,000 00
Sundry earnings.....	1,691 27
Fees . . . . .	54,367 08
Legislative grant.....	7,000 00
Wild land sales.....	2,014 76
	<hr/>
	\$125,666 17
Reserve for interest on Retirement Fund, Scholarship and other Trust Funds...	8,691.19

*Summary of Expenditure, 1902-1903.*

1. Salaries and Pensions—	
(a) Salaries.....	90,058 68
(b) Pensions.....	1,883 33
2. Bursar's Office.....	742 62
3. Registrar's Office... . . . .	2,756 44
4. Vice-Chancellor's Office.....	670 00
5. President's Office.....	446 73
6. Law Costs.....	1,973 43
7. General Incidentals.....	1,500 00
8. Insurance.....	2,388 00
9. Telephones.....	297 50
10. Convocation Expenses . . . . .	899 25
11. Examinations.....	6,644 64
12. Library.....	3,310 03
13. Grounds.....	2,993 24
14. Main Building.....	5,141 16
15. Biological Department :	
(a) Maintenance of Structure.....	1,955 75
(b) Maintenance of Department.....	2,133 04
16. Physiological Department.....	812 00
17. Psychological Department.....	299 96
18. Mathematics.....	52 49
19. Political Science.....	60 01
20. History.....	149 28
21. Italian and Spanish.....	20 00
22. Advertising (University). . . . .	525 65
23. Incidentals (University).....	191 02



## 24. University College Departments—

Classics.....	\$133 90
English.....	100 00
French.....	26 65
German.....	6 65
Oriental Literature.....	25 00
Stationery.....	44 32
Printing.....	40 69
Advertising.....	46 22
Incidentals.....	134 90
25. Gymnasium and Students' Union.....	916 75
26. University Press.....	1,121 05
27. Vaccination Expenses.....	584 55
28. Educational Association Reception.....	249 92
29. Grant towards Conversazione.....	150 00
30. Renovation of Y. M. C. A. Building.....	159 00

Total Expenditure (exclusive of Departments sustained Gby overnment).....\$131,644 45

## DETAILS.

## 1. Bursar's Office :

*Salaries.*

Bursar.....	\$2,000 00
Accountant.....	1,300 00
Fees Clerk.....	600 00
	3,900 00

## 2. Library :

Librarian.....	2,000 00
First Assistant.....	500 00
Second Assistant.....	500 00
Cataloguer.....	326 68
Two Delivery Clerks.....	380 00
Caretaker.....	500 00
	4,906 68

## 3. University of Toronto, general :

President, (also paid as Professor of Physics).....	2,300 00
Vice-President (including arrears in 1902-3).....	525 00
Registrar.....	1,800 00
Registrar's Stenographer.....	400 00
Bedell (with free house).....	600 00
Architect.....	100 00
Janitor.....	450 00
Engineer (with rooms and fuel).....	576 00
Fireman (salary at \$35 per month for 8 months).....	280 00
Carpenter.....	620 00
Cleaners.....	480 00
Messenger.....	160 00
	8,291 00

4. Pensions :	
E. J. Chapman.....	\$1,800 00
J. M. Hirschfelder.....	83 33
	<hr/>
5. Teaching Staff, etc., University of Toronto :	1,883 33
(a) Modern History and Ethnology :	
Professor.....	3,200 00
	<hr/>
(b) Political Science :	
Professor.....	3,200 00
Professor of Constitutional and International Law and Constitutional History.....	1,500 00
Professor of Roman Law, Jurisprudence and History of English Law.....	750 00
Lecturer (sessional) .....	1,000 00
	<hr/>
	6,450 00
(c) Mathematics :	
Professor.....	3,200 00
Associate Professor.....	1,800 00
Special Lecturer.....	1,000 00
Fellow.....	500 00
	<hr/>
	6,500 00
(d) Biology :	
Professor.....	3,200 00
Lecturer in Zoology and Assistant Curator Museum .....	1,300 00
Lecturer in Biology and Histology.....	1,000 00
Lecture and Laboratory Assistant (sessional) .....	250 00
Class Assistants (11 at \$50) (sessional).....	300 00
Sub-Curator Museum.....	750 00
Attendant and Caretaker.....	500 00
Laboratory Attendant.....	135 00
	<hr/>
	7,435 00
Sub-Department of Botany :	
Lecturer (3 months) .....	450 00
Lecturer (9 months in 1902-3).....	750 00
Instructor (sessional).....	500 00
	<hr/>
	9,135 00
(e) Physiology :	
Professor .....	2,500 00
Demonstrator (sessional) .....	1,000 00
	<hr/>
	3,500 00
(f) Italian and Spanish :	
Professor .....	2,500 00
Instructor in Spanish.....	200 00
Instructor in Italian (sessional) .....	400 00
	<hr/>
	3,100 00
(g) Philosophy :	
Professor .....	2,000 00
Lecturer.....	1,575 00
Lecturer and Laboratory Assistant.....	1,000 00
Laboratory Assistant (sessional) .....	200 00
	<hr/>
	4,775 00

## 6. Teaching Staff, University College :

(a) Ethics, Professor.....	\$3,200 00
(b) Greek :	
Professor .....	3,200 00
Lecturer.....	1,800 00
	5,000 00
(c) Latin :	
Professor .....	3,175 00
Lecturer and Associate Professor Ancient History .....	1,800 00
Lecturer.....	1,575 00
	6,550 00
(d) Oriental Literature :	
Professor .....	3,200 00
Lecturer.....	1,575 00
	4,775 00
(e) English :	
Professor.....	3,200 00
Associate Professor Anglo-Saxon.....	1,800 00
	5,000 00
(f) French :	
Professor .....	2,500 00
Associate Professor.....	1,800 00
Instructor .....	1,000 00
	5,300 00
(g) German :	
Professor.....	2,500 00
Lecturer.....	1,800 00
Instructor .....	1,000 00
	5,300 00
7. University College, general :	
Principal.....	300 00
8. Gymnasium :	
Secretary .....	200 00
Instructor .....	800 00
Caretaker .....	576 00
	1,576 00

*Expenses.*

## 2. Bursar's Office :

Stationery, postage, printing and incidentals.....	442 62
Auditor.....	300 00
	742 62

## 3. Registrar's Office :

Stationery and office supplies.....	391 38
Postage.....	530 00
Printing, other than Calendar.....	154 06
Printing Calendar and Curricula.....	1,681 00
	2,756 44



4. Vice-Chancellor's Office :		
Honorarium.....		\$400 00
Expense indemnity..		270 00
		<hr/> 670 00
5. President's Office :		
Secretarial allowance.....		200 00
Postage and incidentals.....		82 73
Travelling expenses.....		164 00
		<hr/> 446 73
6. Law costs.....		1,973 43
7. General incidentals, including commissions on real estate transactions.....		1,500 00
8. Insurance.....		2,388 60
9. Telephones.....		297 50
10. Convocation expenses.....		899 25
11. Examinations :		
(a) Remuneration to examiners :		
Arts.....		763 10
Medicine.....		1,473 00
Law.....		40 00
Engineering and Applied Science.....		192 00
Dentistry.....		555 00
Agriculture.....		263 40
Music.....		605 50
Pharmacy.....		420 35
Pedagogy.....		40 00
Matriculation.....		85 00
Household Science.....		20 00
Physical Drill.....		12 00
		<hr/> 4,469 35
(b) Stationery and supplies.....		707 09
(c) Cost of printing examination papers and class lists.....		1,793 20
		<hr/> 6,969 64
Less Government share for departments of Chemistry and Physics.....		325 00
		<hr/> 6,644 64
12. Library :		
(a) Maintenance: Fuel.....		432 27
Water.....		21 16
Cleaning.....		175 00
Repairs and Incidentals.....		81 60
		<hr/> 710 03
(d) Customary grant for books.....		2,600 00
		<hr/> 3,310 03
13. Grounds :		
Labour, tools, gravel, culverts, etc.....		2,993 24
		<hr/> 2,993 24

## 14. Main Building :

Extraordinary expenditure, including repainting building and restoration of tower.....	\$1,597 35
Repairs, (including carpentry and plumbing), and sundries.....	2,197 97
Fuel.....	2,362 86
Water.....	401 48
Gas and Electric Light .....	581 50
	<hr/> 7,141 16
Less Government share for Department of Physics.....	2,000 00
	<hr/> \$ 5,141 16

## 15. Biological Building :

## (a) Maintenance of Structure :

Fuel.....	877 53
Gas and electric light.....	221 17
Water.....	112 91
House furnishings and cleaning materials.....	226 79
Repairs, including carpentry and plumbing.....	324 17
Additional attendance and cleaning assistance.....	293 15
	<hr/> 2,055 75
Less Government share for Department of Mineralogy and Geology .....	100 00
	<hr/> 1,955 75

## (b) Biological Department :

Laboratory and Lecture Room supplies.....	299 92
Museum supplies.....	349 12
Marine and Lake laboratories .....	200 00
Students' laboratory supplies.....	784 00
Assistance in preparation of catalogue.....	250 00
New microscopes and projection apparatus.....	250 00
	<hr/> 2,133 04

## 16. Physiological Department :

Maintenance .....	600 00
Students' laboratory supplies.....	212 00
	<hr/> 812 00

## 17. Psychological Department :

Maintenance .....	299 96
	52 49

## 18. Mathematics .....

## 19. Political Science :

Class room supplies .....	60 01
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## 20. History :

Class room supplies and provision for reading essays.....	149 28
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## 21. Italian and Spanish :

Class room supplies .....	20 00
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## 22. Advertising .....

## 23. Incidentals .....

## 24. University College Departments :

## Classics :

Greek class room supplies.....	128 90
Latin class room supplies .....	5 00

English :	
Class room supplies and provision for reading essays.....	\$100 00
French :	
Class room supplies .....	26 65
German :	
Class room supplies .....	6 65
Oriental Literature :	
Class room supplies .....	25 00
Stationery .....	44 32
Printing .....	40 69
Advertising .....	46 22
Incidentals .....	134 90
25. Gymnasium and Students' Union :	
Fuel .....	350 57
Water .....	125 14
Gas .....	67 74
Cleaning .....	81 91
Repairs and incidentals .....	153 89
Apparatus, labor, etc.....	137 50
	<hr/>
	\$916 75
26. University Press :	
Portion of cost of presses and type .....	500 00
Additions to type and equipment .....	432 97
Incidental expenses .....	188 08
	<hr/>
	1,121 05
27. Vaccination expenses :	
Physicians' charges .....	445 00
Vaccine, etc.....	139 55
	<hr/>
	584 55
28. Educational Association Reception.....	249 92
29. Conversazione, grant towards .....	150 00
30. Renovation Y.M.C.A. Building .....	159 00

## DEPARTMENTS MAINTAINED BY GOVERNMENT.

*Summary.*

1. Chemistry :	
Salaries .....	9,175 75
Maintenance .....	3,906 85
2. Physics :	
Salaries .....	10,740 00
Maintenance .....	4,494 63
3. Mineralogy and Geology :	
Salaries .....	4,825 00
Maintenance .....	2,677 67
4. Examination Expenses :	
Share of Chemistry and Physics.....	325 00
	<hr/>
	36,144 90



*Details.*

## 1. Chemistry :

## (a) Salaries :

Professor .....	\$2,700 00
Associate Professor .....	2,000 00
Lecturer .....	1,175 00
Lecturer .....	1,175 00
Assistant (sessional) .....	500 00
Assistant (sessional) .....	500 00
Two Junior Assistants (sessional) .....	468 75
Attendant .....	504 00
Cleaner .....	153 00
	<hr/>
	9,175 75

## (b) Maintenance of building :

Fuel .....	578 73
Gas and electric light .....	278 87
Water .....	126 46
Cleaning .....	100 00
Repairs and incidentals .....	346 67
Fitting up physical chemical laboratory .....	254 56
Storage cells and blinds .....	504 50
Fitting up room as laboratory .....	310 04
	<hr/>
	2,499 83

## (c) Maintenance of department :

Chemicals, glassware, balances, etc. ....	1,112 64
Appropriation for sub-department of physical chemistry .....	294 38
	<hr/>
	1,407 02

## 2. Physics :

## (a) Salaries :

Professor .....	3,200 00
Associate Professor .....	1,800 00
Associate Professor .....	1,800 00
Lecturer .....	1,800 00
Lecture assistant .....	390 00
Laboratory assistant (sessional) .....	750 00
Mechanical assistant .....	1,000 00
	<hr/>
	10,740 00

## (b) Maintenance of department :

Supplies, apparatus, etc. ....	2,494 63
Proportions of fuel, water, light, cleaning, repairs and incidentals, Main Building account .....	2,000 00
	<hr/>
	4,494 63

## 3. Mineralogy and Geology :

## a) Salaries :

Professor Geology .....	600 00
Professor Mineralogy .....	2,575 00

Lecturer (including arrears in 1902-3).....	\$1,350 00
Attendant .....	300 00
	<u>4,825 00</u>

## (b) Maintenance of department :

## Mineralogy :

Apparatus .....	1,200 80
Maintenance .....	398 51
Proportions of fuel, water, light, cleaning, repairs and incidentals,	
Biological Building account.....	100 00
	<u>1,699 31</u>

## Geology :

Apparatus .....	612 73
Supplies and sundries.....	365 63
	<u>978 36</u>

## 4. Departments of Chemistry and Physics :

Share of examination expenses.....	325 00
	<u>325 00</u>

## II. FACULTY OF MEDICINE.

*Income.*

First year.....	\$9,108 00
Less Arts portion .....	1,260 00
	<u>\$7,848 00</u>
Second year .....	11,186 00
Less Arts portion .....	1,650 00
	<u>9,536 00</u>
Third year .....	11,173 00
Fourth year.....	9,664 00
Miscellaneous fees.....	955 00
Registration fees .....	540 00
Psychological fees (collected for Dr. Daniel Clark).....	465 00
Interest on bank account.....	433 49
	<u>\$40,614 49</u>

*Expenditure.*

Salaries (details below) .....	\$26,223 15
Rents of	
Biological building.....	\$1,900 00
Gerrard Street building .....	1,000 00
	<u>2,900 00</u>
Interest on University advance re Pathological Department .....	96 00
Repayment of part of advance (balance due \$800) .....	1,600 00
	<u>1,696 00</u>
Interest on cost of new building and fittings .....	1,903 05
Working expenses.....	7,892 29
	<u>\$40,614 49</u>

*Professors.*

Dr. A. Primrose.....	Anatomy.....	\$1,500 00	
Dr J. J. Mackenzie .....	Pathology .....	1,500 00	
Mr. I. H. Cameron.....	Surgery and Clinical Surgery .....	1,140 00	
Dr. A. McPhedran.....	Medicine and Clinical Medicine....	1,140 00	
Dr. W. Oldright.....	Hygiene .....	1,140 00	
Dr. A. H. Wright.....	Obstetrics .....	1,140 00	
Dr. U. Ogden.....	Gynaecology .....	760 00	
Dr. J. M. MacCallum.....	Pharmacology and Therapeutics..	760 00	
Dr. R. A. Reeve.....	Ophthalmology, etc.....	456 00	
Dr. G. R. McDonagh .....	Laryngology .....	456 00	
Dr. W. H. Ellis.....	Toxicology .....	380 00	
			\$10,372 00

*Associate Professors.*

Dr. G. A. Peters.....	Surgery and Clinical Surgery.....	\$1,140 00	
Dr. G. H. Burnham .....	Ophthalmology .....	304 00	
Dr. W. H. Aikins .....	Anatomy.....	760 00	
Dr. W. P. Caven ..	Clinical Medicine .....	760 00	
Dr. H. A. Bruce.....	Clinical Surgery .....	608 00	
Dr. J. F. W. Ross.....	Gynaecology .....	608 00	
Dr. Heebner .....	Pharmacology .....	486 40	
Dr. F. N. G. Starr.....	Clinical Surgery, etc.....	456 00	
Dr. W. B. Thistle.....	Clinical Medicine, etc.....	456 00	
Dr. J. A. Amyot.....	Pathology, etc.....	456 00	
Dr. H. T. Machell.....	Obstetrics .....	319 20	
			6,353 60
			\$16,725 60

*Lecturers and Instructors.*

Dr. R. D. Rudolf .....	Medicine and Clinical Medicine....	\$380 00	
Dr. R. J. Dwyer .....	do do .....	380 00	
Dr. G. Boyd.....	Clinical Medicine .....	304 00	
Dr. A. R. Gordon.....	Clinical Medicine .....	304 00	
Dr. G. Chambers....	Clinical Medicine .....	304 00	
Dr. C. L. Starr .....	Clinical Surgery..	304 00	
Dr. W. McKeown.....	Clinical Surgery.....	304 00	
Dr. G. Silverthorn.....	Medical Jurisprudence .....	175 00	
			2,455 00

*Demonstrators and Assistant Demonstrators.*

Dr. F. N. G. Starr ....	Anatomy ..	\$150 00
Dr. W. J. McCollum.....	do .....	150 00
Dr. W. J. O. Malloch .....	do .....	150 00
Dr. S. H. Westman .....	do .....	150 00
Dr. E. R. Hooper .....	do .....	150 00
Dr. W. J. Wilson .....	do .....	150 00
Dr. C. L. Starr .....	do .....	150 00
Dr. A. C. Hendrick .....	do .....	100 00
Dr. A. J. Mackenzie.....	do .....	100 00



Dr. D. McGillivray .....	do .....	\$100 00	
Dr. W. Goldie.....	Clinical Medicine.....	175 00	
Dr. G. Silverthorn.....	Pathology, etc .....	150 00	
Dr. C. J. Wagner .....	do .....	150 00	
Dr. T. D. Archibald .....	do .....	250 00	
Dr. M. M. Crawford.....	do .....	100 00	
Dr. F. A. Clarkson .....	do .....	50 00	
Dr. K. C. McIlwraith .....	Obstetrics .....	175 00	
Dr. C. H. Montgomery.....	Assistant Clinical Laboratory .....	250 00	
			2,650 00

## FACULTY OF MEDICINE.

*General Service.*

Dr. Primrose .....	Secretary to the Faculty .....	\$1,200 00	
Dr. J. J. MacKenzie .....	Assistant Secretary .....	100 00	
" .....	Curator of Museum .....	500 00	
Thos. Motton.....	Janitor and Caretaker at Medical School Building.....	720 00	
George Lynn .....	Attendant and Caretaker at Ana- tomical Department.....	660 00	
John Anderson .....	Additional attendant .....	344 70	
G. Dunkin.....	Temporary attendant.....	31 50	
H. Crombie .....	Boy Messenger and attendant .....	121 35	
			3,677 55

*Miscellaneous.*

Dr. Daniel Clark .....	Psychology fees collected for him ..	465 00	
Dr. J. H. Richardson .....	Honorarium as retired Professor...	250 00	
			715 00
Total.....			\$26,223 15

## III. FACULTY OF APPLIED SCIENCE AND ENGINEERING.

*(School of Practical Science.)*

## EXPENDITURE.

*Summary.*

Salaries (details below) .....	\$28,202 66
Expenses .....	5,427 65
Maintenance and Repairs .....	6,163 46
Instruction by Arts Faculty.....	1,715 00
Examiners .....	1,266 20
	\$42,774 97
Receipts from fees.....	24,053 00
Showing a difference of .....	\$18,721 97
Being the excess of expenditure over receipts supplied from vote of Legislature.	

## DETAILS OF SALARIES.

*Principal and Professors.*

J. Galbraith .....	Principal and Professor of Engineering .....	\$3,200 00
W. H. Ellis .....	Professor of Applied Chemistry .....	1,600 00

A. P. Coleman	Professor of Metallurgy and Assaying	\$2,000 00
L. B. Stewart	Professor of Surveying	1,900 00
C. H. C. Wright	Professor of Architecture	1,900 00
T. R. Rosebrugh	Professor of Electrical Engineering	1,900 00

*Lecturers and Registrar.*

J. McGowan	Lecturer in Applied Mechanics	\$1,200 00
G. R. Mickle	do in Mining	1,300 00
R. W. Angus	do in Mechanical Engineering	1,300 00
A. T. Laing	Registrar	1,200 00
J. W. Bain	Lecturer in Applied Chemistry	1,200 00

*Demonstrators*

H. G. McVean	Demonstrator in Mechanical Engineering	\$800 00
H. W. Price	do in Electrical Engineering	800 00

*Fellows and Assistants.*

W. C. Tennant	Fellow in Civil Engineering (9 mos.)	\$375 00
A. E. Davison	do in Civil Engineering (3 mos.)	125 00
J. G. McMillan	do in Mining	500 00
C. G. Williams	do in Chemistry (3 mos.)	125 00
E. G. R. Ardagh	do in Chemistry	500 00
M. V. Sauer	do in Electricity (9 mos.)	375 00
H. M. Shipe	do in Electricity (3 mos.)	125 00
W. E. Wagner	do in Mechanical Engineering (7 mos.)	291 00
J. A. Craig	do in Mechanical Engineering (2 mos.)	84 00
S. B. Wass	do in Mechanical Engineering (3 mos.)	125 00
E. V. Neelands	do in Surveying (9 mos.)	375 00
J. L. R. Parsons	do in Surveying (3 mos.)	125 00
A. H. McBride	do in Drawing (9 mos.)	375 00
J. R. Cockburn	do in Drawing (3 mos.)	125 00
M. C. Boswell	Lecture Assistant (9 mos.)	375 00
E. G. Marriott	do do (3 mos.)	125 00

*Attendants.*

D. Sinclair	Attendant in Chemistry	\$600 00
G. Lamb	do in Metallurgy	350 00
E. Tozer	do in Mining	240 00
D. K. Armbrust	do in Drawing (2 mos.)	63 00
W. J. Graham	Caretaker	750 00
M. D. King	Stenographer (9 mos.)	227 66
A. J. Rickard	do (1 mo.)	27 90
A. Enright	Messenger (8 mos.)	120 00
W. Simpson	Engineer and Assistant Demonstrator	900 00
A. F. MacKay	Fireman (8 mos.)	320 00
W. Scott	Night Fireman (4 mos.)	180 00

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# ADDENDUM M—LIST OF PAPERS AND WORKS BY MEMBERS OF FACULTIES AND RESEARCH STUDENTS FOR THE YEAR 1902-1903.

Alexander, W. J.:

"As You Like It and Dramatic Unity." (Proceedings of Ontario Educational Association, 1903.)

"Sartor Resartus." (University of Toronto Monthly, Vol. III., Nos. 6 and 7.)

"Elementary Composition." (In Goggin's Elementary Grammar, W. J. Gage & Co., Toronto.)

"Select Poems of Tennyson, with Introductory Notes." (Copp, Clark Co., Limited, Toronto.)

Allan, F. B.:

"The Basic Oxalates of Bismuth." (Journal of the American Chemical Society, XXV.)

"A New Double Oxalate of Bismuth and Ammonium" (in collaboration with T. A. Phillips). (Journal of the American Chemical Society, XXV.)

"A New Double Oxalate of Bismuth and Potassium" (in collaboration with J. S. DeLury). (Journal of the American Chemical Society XXV.)

Amyot, J. A.:

"Report on Sewage Disposal, based on six months experimental work done at Berlin, Ontario." (21st Annual Report of Provincial Board of Health, Ont.)

Baker, Alfred:

"Elementary Plane Geometry—Inductive and Deductive." (W. J. Gage & Co., Toronto.)

Bensley, B. A.:

"On the Identification of Meckelian and Mylohyoid Grooves in the Jaws of Mesozoic and Recent Mammalia." (University of Toronto Studies, Biological Series, No. 3, 1902.)

Benson, Miss C. C.:

"The Rate of Oxidation of Ferrous Salts by Chromic Acid." (Jour. Phys. Chem., Jan., 1903.)

"The Rates of the Reactions in Solutions containing Ferrous Sulphate, Potassium Iodide and Chromic Acid." (Jour. Phys. Chem., May, 1903.)

Burwash, N.:

"The Evolution and Degeneration of Party in Politics." (Trans. of the Royal Society of Canada.)

"John Wesley as an Educator."

Cameron, J. Home:

"Elements of French Prose." (Edward Arnold, London, April, 1903.)

"Emile Zola." (University of Toronto Monthly, Jan., 1903.)

Chant, C. A.:

"The Variation of Potential along a Wire transmitting Electric Waves." (American Journal of Science, Jan., 1903; Philosophical Magazine, March, 1903.)

"The Physical Basis of Color." (Science, May, 1903.)

Coleman, A. P.:

"Nephelem and Other Syenites in Ontario." (Amer. Jour. Sc., Vol. XIV., August.)

"The Michipicoten Iron Ranges" (Coleman and Willmott). (University of Toronto Studies, No. 2, Geol. Series.)

"The Classification of the Archæan." (Trans. Royal Society Canada, Vol. VIII., Sec. IV.)

"The Brazean Ice Field." (Jour. Roy. Geogr. Soc., May, 1903.)

"Report on Sudbury Nickel Deposits." (Bureau of Mines, 1903.)

Davidson, F. J. A.:

"The Plays of Paul Hervieu." (Proceedings of the Modern Language Association of Ontario, 1902.)



"Le Village," par Octave Feuillet, Edited, with Introduction, Notes, Exercises and Glossary. (The Copp, Clark Co., Toronto, 1902; New York, Henry Holt & Co., 1903.)

"La Belle Nivernaise," par Alphonse Daudet. (The Copp, Clark Co., 1903.)  
De Lury, A. T.:

"An Arithmetic for High Schools and Collegiate Institutes." (The Canada Publishing Co., Toronto, 1903.)

Faull, J. H.:

"Noxious Weed-Seeds commonly found in Commercial Grass-Seeds." (In collaboration with Mr. G. H. Clark, Department of Agriculture, Ottawa.) (Bulletin No. 1, New Series, Department of Agriculture, Ottawa.)

Fields, J. C.:

"The German University and German University Mathematics." (Proceedings of Ontario Educational Association, 1903.)

"The Abel Centenary." (University of Toronto Monthly, April, 1903.)

Kenrick, F. B.:

"The Application of Polarimetry to the Estimation of Tartaric Acid in Commercial Products." (In collaboration with Edgar B. Kenrick.) (Jour. American Chem. Soc., Oct., 1902); also a Preliminary note on the same subject (in U.S. Dept. of Agriculture, Bureau of Chemistry, Bulletin No. 65.)

Keys, D. R.:

"The Scottish Dialect of English." (Fraser's Scottish Annual, 1902.)

"Queen Margaret of Scotland." (Fraser's Scottish Annual, 1903.)

"Was Shakespeare bred an Attorney?" (Canadian Law Review, Vol. 2.)

"French Law, and Law French." (Canadian Law Review, Vol. 2.)

Kirschmann, A.:

"Die Dimensionen des Raumes, eine kritische Studie." (Wilhelm Enzelmann, Leipzig.) (Philosophical Studies, Jubilee Volume, in honor of Prof. Wundt's seventieth birthday.)

"Zur Rechtfertigung der Deutschen Schrift." Two articles. (Scientific Supplement to Munich Gazette.)

Lang, W. R.:

"Solubility of the Sulphides of Arsenic, Antimony and Tin" (in collaboration with C. M. Carson). (Journal of the Society of Chemical Industry, August, 1902.)

The Formation of the Di- and Hexa-Methylammonio-chlorides of Cadmium." (Journal of the Chemical Society, June, 1903.)

"The Chemical Industries of Canada." (Journal of the Society of Chemical Industry, May, 1903.)

"The Action of Liquified Ammonia on Chromic Chloride" (in collaboration with C. M. Carson). (Proceedings of the Chemical Society, May, 1903.)

"The Action of Methylamine on Chromium Chloride" (in collaboration with E. H. Jolliffe). (Proceedings of the Chemical Society, May, 1903.)

"The Action of Permanganate of Potash on Indigo, with reference to the determination of Nitrates by the Indigo-Carmine method" (in collaboration with W. M. Wilkie). (Journal of the Society of Chemical Industry, June, 1903.)

"On the Methods of Determining Shrinkage in Wools and Woollen Yarns." by Alfred Tingle and W. Morrison. (Journal of the Society of Chemical Industry, June, 1903, as Editor.)

Miller, W. Lash and F. B. Kenrick:

"Note on the identification of basic salts." (Jour. Phys. Chem., VII., 259-268.)

Miller, W. Lash and T. R. Rosebrugh:

"Numerical Values of Certain Functions Involving  $e^x$ ." (Trans. Roy. Soc. Canada.)

The following papers were prepared under the direction of Dr. Miller: J. R. Roebuck: "The Rate of the Reaction between Arsenious Acid and Iodine in acid solu-

tion; the rate of the reverse reaction; and the equilibrium between them." (Jour. Phys. Chem. VI., 305-398.) R. E. DeLury: "The Rate of Oxidation of Potassium Iodide by Chromic Acid." (Jour. Phys. Chem., VII., 239-253.) J. M. Bell: "The Compensation Method of Determining the Rate of Oxidation of Hydrogen Iodide." (Jour. Phys. Chem., VII., 61-83.) W. C. Bray: "The rate of Reaction in solutions containing Potassium Iodide, Potassium Chlorate, and Hydrochloric Acid." (Jour. Phys. Chem. VII., 92-117.)

Macallum, A. B.:

"The Inorganic Composition of the Medusae *Aurelia Flavidula* and *Cyanea Arctica*." (Journal of Physiology, Vol. XXIX., p. 213.)

"Report of Researches on Micro Chemistry of the Cell." (British Association Report for 1903.)

McLennan, J. C.:

"Induced Radioactivity excited in Air at the Foot of Waterfalls." (Phys. Zeit., 4, No. 10, pp. 295-298, 1903; Phil. Mag., April, 1903; Physical Review, Vol. XVI., No. 4, April, 1903; University of Toronto Studies, 1903.)

"Some Experiments on the Electrical Conductivity of Atmospheric Air." (Physical Review, Vol. XVI., No. 3, March, 1903; University of Toronto Studies, 1903.)

"On the Radioactivity of Metals Generally." (In collaboration with E. F. Burton); (Trans. Roy. Soc. of Canada, Second Series, 1903-4, Vol. IX., Sec. III.; Phys. Zeit., No. 20, pp. 553-556, 1903; Phil. Mag., Sept., 1903; University of Toronto Studies, 1903.)

The following paper was prepared under the direction of Professor McLennan: W. R. Carr: "On the Laws Governing Electric Discharges in Gases at Low Pressure." (Phil. Trans. Roy. Soc., A., Vol. 201, pp. 403-433, 1903.)

Parks, W. A.:

"The Fossiliferous Rocks of South-western Ontario." (Report of the Bureau of Mines, Ontario, 1903). "Report of the Geology of the Region North-east of Lake Nipigon." (Bureau of Mines, June, 1903.)

Revnar, A. H.:

"Select Poems of Tennyson, with Introduction and Notes." (W. J. Gage & Co., Toronto.)

Rudolf, R. D.:

"A Case of Purulent Pericarditis with Empyema; Operation and Recovery" (with Prof. Peters.) (Edinburgh Medical Journal, March, 1903.)

"A Case of Primary Tracheal Diphtheria." (Trans. of Ass. of Med. Physicians, 1903.)

"Kerring's Sign; its frequency, causation, and clinical significance." (American Medicine, Nov. 8th, 1902.)

"The Use of Antitoxin in the Prevention and Treatment of Diphtheria." (British Medical Journal, May 9th, 1903.)

"Mirror Writing." (Canadian Practitioner and Review, February, 1903.)

"Bright and Chloroform Deaths." (British Medical Journal, June 6th, 1903.)

Thistle, W. B.:

"Report of a Case of Acute Leukaemia." (Dominion Medical Monthly.)

"The Medical Treatment in Surgical Tuberculosis." (Canadian Practitioner.)

"Report of a Case of Cerebral Tumor, with unusual localizing symptoms." (Canadian Practitioner.)

Tracy, F.:

"Psychology of Childhood," Sixth Edition. (Boston, D. C. Heath & Co., October, 1902.)

"La logique chez l'enfant et sa culture." a review. (Psychological Review.)

"Alexander Mackenzie" (Baptist Union, Chicago, Feb., 1903.)

"Psychology of Childhood," an Italian translation by Prof. Attilio Tonici, of Perugia, and Prof. Rocco Loschiavo, of Messina (with an introduction by Prof. Gelmini of Perugia). (Messina, 1903.)

van der Smissen, W. H. :

"Shorter Poems of Goethe and Schiller." (D. Appleton & Co., New York, 1903.)  
(University Monthly, November, 1903.)

Walker, T. L. :

"The Geology of Kalahandi State, Central Provinces, India." (Mem. Geol. Sur. Ind., Vol. XXXIII., Part 3, Calcutta, 1902.)

Wallace, F. H. :

"Objective and Subjective; a Study in Paulinism." (Methodist Review, New York, Sept., 1902.)

"The Interpretation of the Apocalypse." (Wm. Briggs, Toronto, 1903.)

Webster, A. E. :

"Inhibitory Properties of Various Temporary Stoppings from the Bacteriological Standpoint."

Wickett, S. Morley :

"Editing of the Municipal Articles in History and Economic Series of the University of Toronto Studies."

"Bibliography of Canadian Municipal Government." (University of Toronto Studies, 1903.)

Reports to Alaskan Boundary Tribunal on "Population and Industry of Disputed Territory, and special questions submitted." (Canada's Case, Appendix II.)

Willmott, J. B. :

"Artistic Failures in Dental Prosthesis, with some suggestions for their avoidance."

Wrong, G. M., and Langton, H. H. :

"The Review of the Historical Publications Relating to Canada," Vol. VII.  
(University of Toronto Studies, 1902.)















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